

Polk County Public Schools

Griffin Elementary School



2020-21 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: 6/30/2017

| | |
|--|---|
| 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: D (35%) 2016-17: F (28%) 2015-16: F (29%) |
| 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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Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

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

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 | 74% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | D | D | D | F |

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Title | Job Duties and Responsibilities |
|-------------------|--------------|--|
| Missouri, Dedra | Psychologist | <p>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.</p> |
| Brown, Janel | Other | <p>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.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> * 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 | <p>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:</p> <ul style="list-style-type: none"> * 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 |
|------|-------|---|
| | | <p>improvement, development and implementation of quality standards-based curricula;</p> <ul style="list-style-type: none"> * 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 |
|---|---------------------|---|
| <p>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</p> | | |
| Stinson, Roberta | Assistant Principal | <p>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.</p> |
| Croft, Laurie | Instructional Coach | <p>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.</p> |
| Willis, Patricia | Other | <p>Dr. Patricia S. Willis- Brings her expertise and experience in Turnaround school leadership and the ED approach to the turnaround work. She partners with, advises and mentors the principal and leadership team; Co-facilitates Leadership team Meetings; Decides how to best use the ED Academic and Data Coaches; Work with school leadership to apply the Learner Year PD and communicate with staff; Participate in Planning and PLC's to work with content areas on collecting and interpreting cognitive and non-cognitive data</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>with content areas; Review scheduling, Operations, Class transitions, and Bus protocols; Observes Class transitions and conducts regular classroom walkthroughs to track and monitor progress; Address ad hoc school and leadership issues; Collaborate with the site director to keep the district team informed; and Meet with the district and state leadership for updates and next steps.</p> |

The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.
- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.
- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.
- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.
- Help teachers understand state and district mandates and how these mandates support student achievement.
- Provide support for school-based professional development to build the school's training capacity.
- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.
- Provide follow-up support at the school level for district professional development in assigned content area.
- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.
- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.
- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep

Chase,
Rachel

Instructional
Coach

| Name | Title | Job Duties and Responsibilities |
|----------------|------------------|---|
| | | extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. |
| Sanchez, Nilsa | School Counselor | The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. |
| Cyrn, Jennie | Other | <p>Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, Measures of Academic Progress (MAP), and other identified curricula-based learning objectives, collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.</p> <p>Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis when necessary. Tutoring may occur before, during, and after school.</p> <p>Implementation of the Title I Plan may include coordinating parental involvement activities with the school and the regional family involvement center, developing the parental involvement plan, and documenting the activities of the Title I Plan for audit purposes</p> |

Demographic Information

Principal start date

Friday 6/30/2017, Roberta Stinson

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.*

5

Total number of teacher positions allocated to the school

19

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) (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%) |
| 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 | 77 | 71 | 54 | 53 | 57 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 362 |
| Attendance below 90 percent | 44 | 22 | 7 | 4 | 10 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 94 |
| One or more suspensions | 3 | 2 | 0 | 4 | 11 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 3 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 3 | 18 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

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 | 2 | 5 | 1 | 9 | 22 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

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 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Monday 6/1/2020

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 | 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 | |

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 | 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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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% |
| 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 | |
| | (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 | 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% |
| | 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% |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 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 |

| ESSA Federal Index | |
|---|-----|
| 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% | 0 |
| 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% | 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 | 30 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |
| 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% | 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 | 30 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |
| 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% | 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.

Student attendance continues to be an area of low performance. In Q1, 21% of students attended <90%. In Q2, 30% of students attended <90%. In Q1, 51 students missed 5+ days. In Q2, 102 students missed 5+ days. In Q3, 124 students, missed 5+ days. A trend that we have noticed is that our kindergarten and first grade students for the past two years have the most absences and the number of absences increases as the year progresses.

In addition, our SWD and White subgroups showed a decrease in performance in math when comparing the 2019 FSA to December STAR. Our third grade students also significantly under performed in the district math module assessments compared to our fourth and fifth grade students.

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

The SWD subgroup declined 8% in proficiency in math from the 2019 FSA compared to the December STAR. A factor that contributed to this decline is that there were several staff changes during the course of the 19/20 school year.

In addition, ELA overall learning gains decreased by 9% and ELA lowest quartile learning gains

decreased by 12%. A contributing factor is that teachers do not intentionally plan for differentiated small group instruction which results in a lack of remediation.

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.

The greatest gap comparing state to school is in the area of math. The state average is 63% proficiency and Griffin scored 30% proficiency on the 2019 FSA. In the 18/19, factors that contributed to this were related to staffing. Our fourth grade math teacher had a needs improvement VAM and the fifth grade math teacher was a substitute.

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

In analyzing the STAR Fall data and STAR Winter data, the area that showed the most improvement was math. Third grade increased by 26%, fourth grade by 11%, and fifth grade by 19%. The contributing factor to this improvement was that we had consistency in staffing with effective and highly effective teachers.

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

Student attendance continues to remain an area of concern.

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

1. Student Attendance
2. Students with Disabilities
3. Increasing overall proficiency in ELA and Math
4. Family Engagement
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

| | |
|---|--|
| Area of Focus Description and Rationale: | Poor student attendance has been identified as a critical need, particularly with our Kindergarten and First Grade students. Students with excessive absences develop gaps in their learning. By focusing on the school culture and environment, we hope to improve relationships with families and students which should help to improve student attendance. |
| Measurable Outcome: | By the end of the 20/21 school year, we will have reduced the percentage of students who are attending school less than 90% of the days from 22% to no greater than 18% in order to reflect the district average. |
| Person responsible for monitoring outcome: | Roberta Stinson (roberta.stinson@polk-fl.net) |
| Evidence-based Strategy: | In order to help improve overall student attendance, we will continue to build relationships with students and families by engaging students and families in a positive manner and create a welcoming and inclusive school culture. We will also reward improved attendance and strongly convey the negative effects of chronic absenteeism. |
| Rationale for Evidence-based Strategy: | Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school. A key component of the engagement is helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children. |

Action Steps to Implement

Make a positive connection with each family of a student that has chronic absenteeism over the summer.

Person Responsible Janel Brown (janel.brown@polk-fl.net)

Send "Welcome to Kindergarten" letters to students over the summer with information on Orientation and Open House.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Host a special Open House for Kindergarten families in order to communicate the importance of regular attendance and academic expectations.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Continue to grow our mentoring program and utilize Scholastic R.E.A.L 7 Month Mentoring materials to build character development.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Establish Boys and Girls of Integrity program to develop leadership and social emotional learning qualities with our students.

Person Responsible Jennie Cyran (jennie.cyran@polk-fl.net)

Establish school-wide Remind App in order to keep families aware of school events.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Host Family Nights which will offer capacity building strategies that parents can use at home to help with student achievement.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Set up Google Classrooms for every teacher as an interactive platform that will allow parents to support core area subjects.

Person Responsible Jennie Cyran (jennie.cyran@polk-fl.net)

Develop an attendance contract and establish a check in program for students with excessive absences tied to short and long term incentives.

Person Responsible Janel Brown (janel.brown@polk-fl.net)

Use of school wide attendance incentives- One Team, One Dream for classroom, Attendance Tree quarterly incentive, school wide monthly incentives.

Person Responsible Patricia Willis (patriciawillis@yahoo.ocm)

Host grade level Scholastic Literacy Events which promote family engagement, builds capacity, and creates a shared responsibility for educational success.

Person Responsible Rachel Chase (rachel.chase@polk-fl.net)

Regular communication to families on school happenings, student attendance, and student progress via mail.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Agendas will be provided to each student to help with communication with parents.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

ED will have several specific foci upon entering the 20-21 school year. The school's principal, assistant principal, and math coach will be returning this school year. This will allow for a deeper dive into the Rhythm of the Learner Year leadership coaching as well as onboarding of the new reading coach. ED will provide additional ELA and ESE support based on the analysis of the 19-20 school year data. Attendance will also continue to be a focus for the upcoming year. Working with the district attendance team, and school developed attendance programs, we will provide incentives, and strive to make attendance a focus of concern for the students and parents. ED will also modify some of their data tracking to align with the way in which gains will be calculated to ensure there is a greater indication of how the school will perform on the 20-21 FSA's.

Person Responsible Patricia Willis (patriciawillis@yahoo.ocm)

eLearning- attendance will recorded daily by the classroom teacher and attendance reports will be analyzed weekly.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

eLearning- Students that are not attending eLearning regularly will be contacted by a para to help remove barriers that are preventing regular attendance.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Increased communication and education for students so they can understand the importance of how attendance effects academic performance.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

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

Effective use of targeted and differentiated small group instruction will help ensure that students are making learning gains and that we are moving them towards proficiency. It will impact student learning by providing the remediation that students need in order become proficient and make learning gains. This area of focus was identified as a critical need upon comparing the learning gains data from the 1819 FSA to the 1718 FSA. It was also selected due to SWD subgroup showing a decrease in proficiency when comparing the 1819 FSA to the Winter STAR assessment. In addition, in analyzing our SWD subgroup, it is noted that there were 35 SWD students in grades 3-5 during the 19/20 school year- 9 students were black, 7 students were white, and 19 students were Hispanic. The demographics of our SWD subgroup do not mirror our overall student population which means that teachers may not effectively be using ESOL strategies during their small group instruction.

Measurable Outcome:

By the end of the 20/21 school year, at least 55% of students overall will achieve learning gains in both reading and in math, and at least 55% of the students in the lowest quartile will achieve learning gains in both reading and math as measure by the spring FSA assessment.

Person responsible for monitoring outcome:

Melissa Durrance (melissa.durrance@polk-fl.net)

Evidence-based Strategy:

Teachers will intentionally plan for small group instruction to engage students in differentiated instruction to provide the remediation needed to advance students academically.

Rationale for Evidence-based Strategy:

Small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Research suggests that children living in communities with high rates of poverty, struggling students, and English language learners are particularly well served by small group instruction.

Action Steps to Implement

Use of collaborative planning with academic coaches.

Person Responsible

Melissa Durrance (melissa.durrance@polk-fl.net)

Quarterly data chats and goal with students.

Person Responsible

Melissa Durrance (melissa.durrance@polk-fl.net)

Use of paraprofessionals to allow for more small group time.

Person Responsible

Melissa Durrance (melissa.durrance@polk-fl.net)

Utilization of Math Interventionist to provide one-on-one and small group instructions for the most intensive support for struggling learners.

Person Responsible

Jennie Cyran (jennie.cyran@polk-fl.net)

Establishment of "Model Classrooms" for teachers to observe high quality instruction in a small group setting.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Use of coaching cycle to improve teacher skills in both whole group and small group instruction.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Afterschool tutoring provided to students in a small group setting.

Person Responsible Roberta Stinson (roberta.stinson@polk-fl.net)

Intentional planning for use of ESOL strategies.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Student work analysis and progress monitoring data analysis will be used to guide the objectives for small group instruction.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Use of Curriculum Associates Reading and Math materials to help provide resources for small group instruction.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Providing students with tiered instruction using the MTSS process.

Person Responsible Nilsa Sanchez (nilsa.sanchez@polk-fl.net)

Use of iPads and headphones to provide differentiated instruction using technology.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

Use of Reading Interventionist to provide small group instruction to remediate students in grades 3-5.

Person Responsible Rachel Chase (rachel.chase@polk-fl.net)

Educational Directions (ED) will work jointly with the Polk County School Board (PCSB) to create a productive learning environment and a culture of high achievement at Griffin Elementary School. ED will use a number of strategies to improve student achievement. Their core approach is their understanding of the Rhythm of the Learner Year and the types of experiences students need to have in each part of the year. Another core element of the ED approach to student achievement is focused on equal opportunity in experience as learner and performer. Academic management rituals and routines are used to build an equal experience basis for all students and performers. Griffin will receive the support of a Leadership Coach and Content Coaches in ELA, Math, Science and ESE who will work with curriculum, classroom strategies, assessment, lesson planning, and professional development. Innovation is encouraged by training school leadership and teaching staff to do student-focused unit and lesson plans. A variety of data points are used to identify and track student performance. Teachers and ED staff utilize data, portfolios, and assessment samples in Planning and PLC discussions to inform decisions about student needs. In order to ensure continuity for the school during the EO year, all non-academic services, such as facilities, transportation, food services, and maintenance will continue to be provided by the PCSB.

Person Responsible Patricia Willis (patriciawillis@yahoo.com)

eLearning- student progress monitoring data will be disaggregated for the purpose of remediation. Students will receive differentiated remediation from the reading and/or math interventionist in a virtual small group setting.

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

eLearning- ESOL teacher will create a schedule that will include virtual lessons and support for ELL students.

Person Responsible Melissa Durrance (melissa.durrance@polk-fl.net)

eLearning- ESE teacher will create a schedule to provide support in either a pull out or push in virtual model of support.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

The leadership team has ensured that all of our ESE positions are staffed and we have adjusted our paraeducator support to the ESE and general education teachers to help with our SWD subgroup. The leadership team has also established various methods to engage families with their student's academics and attendance. The leadership team will also continue to seek ways to develop more community and parent involvement with the school.

School culture is currently one that is inclusive and nurturing to the learner. We will work to take the next step in culture building to where the school culture shifts the focus to high standards in education. We will work to help the students strive for their personal best, while simultaneously teaching them that their best continues to grow. Students and teachers will set numerous goals for academic improvement.

In addition, the leadership team will work to establish a strong academic culture among the staff and students. We continue to develop teacher pedagogical skills during collaborative planning and the coaching cycle. Through this intentional planning and coaching, teachers will understand the direct connection between the teaching and learning process.

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.

Administrators at Griffin greet every student during morning arrival on a consistent basis which helps to build relationships with our students. Our Behavior Interventionist works closely with families to help overcome barriers to student success with academics, behaviors, and attendance. Griffin welcomes families to engaging and capacity building Family Nights multiple times a year. Families and community stakeholders are encouraged to participate in Community Assessment Team and School Advisory Council meetings. This year Griffin plans to start a Parent Teacher Organization in order to provide parents a way to become more involved with the progress of the school. Griffin also partners with and receives support from Polk Vision to assist with attendance initiatives. Griffin continues to grow supporters with our volunteer and mentoring program and was a Golden School Award recipient for the 19/20 school year. Griffin staff includes diversity which mirrors our school demographics. Administration maintains an open door policy with all stakeholders.

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: Culture & Environment: Student Attendance | | | | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | | | | \$158,219.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 150-Aides | 1231 - Griffin Elementary School | UniSIG | 2.0 | \$31,141.02 |
| | | | <i>Notes: 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 | 1231 - Griffin Elementary School | UniSIG | | \$3,114.10 |
| | | | <i>Notes: Retirement - 8.47% - Instructional Personnel</i> | | | |
| | 5100 | 220-Social Security | 1231 - Griffin Elementary School | UniSIG | | \$2,382.29 |
| | | | <i>Notes: Social Security -7.65% -Instructional personnel</i> | | | |

| | | | | | | |
|--|------|---|--|--------|-----|-------------|
| | 5100 | 231-Health and Hospitalization | 1231 - Griffin Elementary School | UniSIG | | \$18,576.00 |
| | | | <i>Notes: Health and Hospitalization - Instructional Personnel</i> | | | |
| | 5100 | 232-Life Insurance | 1231 - Griffin Elementary School | UniSIG | | \$43.20 |
| | | | <i>Notes: Life Insurance - Instructional personnel</i> | | | |
| | 5100 | 240-Workers Compensation | 1231 - Griffin Elementary School | UniSIG | | \$59.17 |
| | | | <i>Notes: Workers Compensation - .19% - Instructional Personnel</i> | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 1231 - Griffin Elementary School | UniSIG | 0.5 | \$24,695.28 |
| | | | <i>Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation - .5 Math Interventionist</i> | | | |
| | 5100 | 210-Retirement | 1231 - Griffin Elementary School | UniSIG | | \$2,469.53 |
| | | | <i>Notes: Retirement - 8.47% - Instructional Personnel</i> | | | |
| | 5100 | 220-Social Security | 1231 - Griffin Elementary School | UniSIG | | \$1,889.19 |
| | | | <i>Notes: Social Security -7.65% -Instructional personnel</i> | | | |
| | 5100 | 231-Health and Hospitalization | 1231 - Griffin Elementary School | UniSIG | | \$4,644.00 |
| | | | <i>Notes: Health and Hospitalization - Instructional Personnel</i> | | | |
| | 5100 | 232-Life Insurance | 1231 - Griffin Elementary School | UniSIG | | \$10.80 |
| | | | <i>Notes: Life Insurance - Instructional personnel</i> | | | |
| | 5100 | 240-Workers Compensation | 1231 - Griffin Elementary School | UniSIG | | \$46.92 |
| | | | <i>Notes: Workers Compensation - .19% - Instructional Personnel</i> | | | |
| | 5900 | 120-Classroom Teachers | 1231 - Griffin Elementary School | UniSIG | | \$2,207.23 |
| | | | <i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 4 teachers - 2 hours per week - 12 weeks</i> | | | |
| | 5900 | 210-Retirement | 1231 - Griffin Elementary School | UniSIG | | \$245.72 |
| | | | <i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 220-Social Security | 1231 - Griffin Elementary School | UniSIG | | \$187.97 |
| | | | <i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 240-Workers Compensation | 1231 - Griffin Elementary School | UniSIG | | \$4.67 |
| | | | <i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 130-Other Certified Instructional Personnel | 1231 - Griffin Elementary School | UniSIG | | \$1,182.16 |

| | | | | | | |
|--|------|--|---|--------|--|-------------|
| | | | <i>Notes: 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 2 coaches/interventionists - 2 hours per week - 12 weeks</i> | | | |
| | 5900 | 210-Retirement | 1231 - Griffin Elementary School | UniSIG | | \$93.22 |
| | | | <i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 220-Social Security | 1231 - Griffin Elementary School | UniSIG | | \$71.31 |
| | | | <i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i> | | | |
| | 5900 | 240-Workers Compensation | 1231 - Griffin Elementary School | UniSIG | | \$1.77 |
| | | | <i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i> | | | |
| | 5100 | 510-Supplies | 1231 - Griffin Elementary School | UniSIG | | \$6,378.63 |
| | | | <i>Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, binders, folders, post it notes, chart paper, etc..</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 1231 - Griffin Elementary School | UniSIG | | \$11,820.00 |
| | | | <i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 30 iPads</i> | | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1231 - Griffin Elementary School | UniSIG | | \$1,618.00 |
| | | | <i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000 - 1 iPad Cart</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 1231 - Griffin Elementary School | UniSIG | | \$3,329.00 |
| | | | <i>Notes: Technology-Related Supplies - 30 iPad Cases, 1 iPad Pro Case, 1 Apple TV</i> | | | |
| | 5100 | 643-Capitalized Hardware and Technology-Related Infrastructure | 1231 - Griffin Elementary School | UniSIG | | \$1,000.00 |
| | | | <i>Notes: Capitalized Hardware and Technology-Related Infrastructure - 1 iPad Pro</i> | | | |
| | 6300 | 120-Classroom Teachers | 1231 - Griffin Elementary School | UniSIG | | \$28,800.00 |
| | | | <i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 30 teachers - 32 hours each</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 1231 - Griffin Elementary School | UniSIG | | \$6,000.00 |
| | | | <i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 5 coaches/ interventionists - 40 hours each</i> | | | |
| | 6300 | 210-Retirement | 1231 - Griffin Elementary School | UniSIG | | \$3,480.00 |
| | | | <i>Notes: Retirement - 8.47%- Curriculum Planning</i> | | | |
| | 6300 | 220-Social Security | 1231 - Griffin Elementary School | UniSIG | | \$2,662.20 |
| | | | <i>Notes: Social Security - 7.65% - Curriculum Planning</i> | | | |

| | | | | | | |
|---------------|------|--------------------------|---|--------|--|---------------------|
| | 6300 | 240-Workers Compensation | 1231 - Griffin Elementary School | UniSIG | | \$66.12 |
| | | | <i>Notes: Workers Compensation - .19% - Curriculum Planning</i> | | | |
| Total: | | | | | | \$163,352.50 |