

Polk County Public Schools

Griffin Elementary School



2021-22 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: 4/12/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	2020-21 Title I School	2020-21 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	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students a safe environment wherein they are provided an equitable opportunity for learning and growing.

Provide the school's vision statement.

All stakeholders will assist in helping students to grow to reach their full potential academically, socially and emotionally.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Stinson, Roberta	Principal	Fulfill the Leadership Role of Griffin Elementary
Brown, Janel	Behavior Specialist	Work with the Leadership Team to support the school by working with improving student engagement by improving student behaviors. In addition, this person will work with attendance, PBIS, and MTSS. This person will also lead the Teacher Induction Program.
Chase, Rachel	Reading Coach	The person will work with the Leadership Team to coach and facilitate reading instruction and planning in the school. In addition, this person will serve as our community liason for Title 1 involvement.
Missouri, Dedra	Psychologist	The person will work with the Leadership Team to help identify and develop MTSS plans for students and work with guidance, LEA, and staff on student needs.
Sanchez, Nilsa	School Counselor	The person will work with the Leadership Team to help identify and develop MTSS plans for students and work with administration, LEA, and all other staff on student needs. The counselor will communicate with parents and teachers to help facilitate instructional needs for the students.
Pagan Cartagena, Keila	Assistant Principal	To assist the Principal on all leadership duties assigned.
Dobson, Nyame	Other	Work with students who need reading intervention.
Smith, Jill	Other	Work with students to provide intervention in math.
Brown, Alicia	Other	Provide support for behavior and student intervention.
Willis, Patricia	Other	External Operator
Wells, Sherry	Principal	Management and School Improvement

Demographic Information

Principal start date

Sunday 4/12/2020, 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.*

0

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.*

4

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

340

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	66	48	56	58	49	52	0	0	0	0	0	0	0	329
Attendance below 90 percent	0	25	18	10	24	14	0	0	0	0	0	0	0	91
One or more suspensions	0	4	3	5	2	12	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	15	15	17	0	0	0	0	0	0	0	47
Course failure in Math	0	0	0	26	19	27	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	33	46	27	15	14	0	0	0	0	0	0	0	135
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	12	10	12	31	0	0	0	0	0	0	0	76

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	51%	57%	23%	50%	56%
ELA Learning Gains				39%	51%	58%	48%	51%	55%
ELA Lowest 25th Percentile				32%	49%	53%	44%	45%	48%
Math Achievement				30%	57%	63%	22%	58%	62%
Math Learning Gains				36%	56%	62%	36%	56%	59%
Math Lowest 25th Percentile				43%	47%	51%	43%	44%	47%
Science Achievement				31%	47%	53%	26%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	37%	52%	-15%	58%	-21%
Cohort Comparison						
04	2021					
	2019	29%	48%	-19%	58%	-29%
Cohort Comparison		-37%				
05	2021					
	2019	30%	47%	-17%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	29%	56%	-27%	62%	-33%
Cohort Comparison						
04	2021					
	2019	33%	56%	-23%	64%	-31%
Cohort Comparison		-29%				
05	2021					
	2019	19%	51%	-32%	60%	-41%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	45%	-18%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K - Star Early Literacy
 1st - Star Early Literacy
 2nd - Star Early Literacy
 3rd - Star
 4th - Star
 5th - Star

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	52	53
	Economically Disadvantaged	x	x	x
	Students With Disabilities	25	11	18
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65	68	56
	Economically Disadvantaged	61	67	51
	Students With Disabilities	44	11	44
	English Language Learners	x	x	x
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	82	69
	Economically Disadvantaged	75	78	66
	Students With Disabilities		100	50
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	61	54
	Economically Disadvantaged	61	63	52
	Students With Disabilities	40	50	33
	English Language Learners	x	x	x

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	50	41
	Economically Disadvantaged	34	46	34
	Students With Disabilities	18	23	9
	English Language Learners	X	X	X
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	53	46
	Economically Disadvantaged	44	44	39
	Students With Disabilities	20	36	8
	English Language Learners	X	X	X
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	34	32
	Economically Disadvantaged	32	33	34
	Students With Disabilities	X	X	7
	English Language Learners	X	X	X
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	45	40
	Economically Disadvantaged	47	47	42
	Students With Disabilities	20	9	13
	English Language Learners	X	X	X

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	36	36
	Economically Disadvantaged	28	37	38
	Students With Disabilities	13	13	13
	English Language Learners	X	X	X
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	31	31
	Economically Disadvantaged	24	31	31
	Students With Disabilities	8	7	15
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	37	7
	Economically Disadvantaged	x	x	x
	Students With Disabilities	42	17	10
	English Language Learners	31	48	9

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15			15							
ELL	27			23							
BLK	23	31		27	46						
HSP	37	31		37	38		7				
WHT	32			29							
FRL	24	27		24	33		3				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There was a drop in learning gains in ELA while Math merely held. All grade levels performed considerably lower than district average with Math being an average of 27% lower than district averages. Our Hispanic and ELL demographics out scored all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

All data components will need to demonstrate great improvement. SWD ELA was our lowest performing group although their learning gains in math were strong.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What new actions would need to be taken to address this need for improvement? Strategic targeting of interventions and acceleration in scheduling students where support staff can provide extra scaffolding. Some students are being measured in multiple subgroups and these need to be identified where they have not been in the past.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA and Math proficiencies increased but learning gains did not support this.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our faculty was almost completely staffed with certified teachers. We had the opportunity to have three building subs that also allowed us flexibility for support. The strategic targeting in scheduling classes and identifying those students who are measured in multiple demographic points will be pivotal in increasing achievements.

What strategies will need to be implemented in order to accelerate learning?

Focused instructional design based on the results of weekly benchmark assessments in both reading and math. Planning will include common graphic organizers, higher order thinking questions and high yield strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The goal is to have funds committed to pay teachers and support staff for after school professional development and planning opportunities. School based leadership and Educational Directions staff will be directing these based on classroom walk thru patterns and trends. At the time of the submission of this plan, the MOU was still being negotiated.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Learning Resource Center will provide after school tutoring for students targeted for intervention/ acceleration. K-2 students will be included in this to ensure sustainability for beyond next year. Interventionists, instructional paras and ESE support will be focusing on students that are not successful on their weekly benchmark assessments. These groups will be fluid and can change weekly. The assessments will be designed using Performance Matters and will include seven questions which reflect the four day cycle of instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Based on our Star Data from 20-21, and our 3rd Grade ELA scores, it is evident that we need to increase the percentage of students scoring a Level 3 or higher. The percentage of students increasing in ELA and math remained low and did not meet our goal of 41% improvement for the 20-21 school year. During collaborative planning sessions, teachers will work with coaches and administration to plan for implementing strategies such as higher order thinking questions, common graphic organizers, collaborative pairs and writing across the curriculum to increase engagement with students to master state benchmarks/ standards.

Measurable Outcome:

For the 21-22 school year, 75% of Griffin's students will make gains on the Star Assessment in both Math and ELA, with 50% of our students moving out of the Level 1 category. As a result, 50% or more of our students should make Learning Gains or proficiency in ELA and Math on the FSA in Grades 3-5 .

Monitoring:

Griffin Elementary will monitor student progress in Math, ELA, and 4/5 Science through a weekly assessment. Students who are not successful in the weekly assessment will receive immediate intervention. The students receiving intervention will be adjusted based on the next weekly assessments. Through this intervention, we will be able to identify the students struggling in each area and work to provide supports and additional strategies for the students' success. We will also work to identify any barriers that might be keeping the student from learning and provide support in those areas.

The Star Assessment and Star Early Literacy will be used for Grades K-5 to provide a baseline at the beginning of the year in September. The assessments will also be given in January and April to provide on-going progress monitoring.

Person responsible for monitoring outcome:

Sherry Wells (sherry.wells@polk-fl.net)

Evidence-based Strategy:

Collaborative Planning with the Leadership and Instructional Coaches in the areas of working with high yield strategies that include use of graphic organizers, collaborative pairs, writing across the curriculum and using higher order thinking questioning. These areas are chosen based on Marzano's (Nine) High-Yield Instructional Strategies, Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001).

Rationale for Evidence-based Strategy:

The rationale for using collaborative planning is that the planning will allow the opportunities to work together during the school day and in after school sessions to make connections by examining practice, consulting with colleagues, and developing our skills.

Action Steps to Implement

The Acting Principal, Contracted Principal, and Assistant Principal will meet with the Leadership Team each week to set up each week's focus based on the results from the previous week's school data check.

Person Responsible

Sherry Wells (sherry.wells@polk-fl.net)

The Reading Coach will meet with teachers weekly in the teacher's collaborative working area to discuss strategies that determine the "how" the lesson plans will be implemented. In this planning, intentionally placed "higher order thinking questions" will be put in place for each day's lesson.

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

The Math Coach will meet with teachers weekly in the teacher's collaborative working area to discuss strategies that determine the "how" the lesson plans will be implemented. In this planning, intentionally placed "higher order thinking questions" will be put in place for each day's lesson.

Person Responsible Jill Smith (jill.smith03@polk-fl.net)

The Reading Interventionist will meet with the Reading Coach/Adm. team each weekly (Thursday afternoon or Friday morning) to review the data from the weekly checks. From this data, the interventionists will adjust their list of students who need intervention for the following week and communicate with the teachers on the adjusted schedule.

Person Responsible Nyame Dobson (nyame.dobson@polk-fl.net)

The Math Interventionist will meet with the Math Coach/Adm. team each weekly (Thursday afternoon or Friday morning) to review the data from the weekly checks. From this data, the interventionists will adjust their list of students who need intervention for the following week and communicate with the teachers on the adjusted schedule.

Person Responsible Jill Smith (jill.smith03@polk-fl.net)

The Acting Principal, Contracted Principal, Assistant Principal, and the External Operator will meet quarterly with each grade level to review student progress, lessons, etc. Adjustments will be made based on the data to ensure that the best possible instruction and interventions are being addressed.

Person Responsible Sherry Wells (sherry.wells@polk-fl.net)

Teachers will have paid time after school hours to work with coaches/interventionists on instructional planning. Administration will monitor and participate as needed.

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

Each member of the Leadership Team will be responsible for monitoring student data for one grade level. The Leadership Member will work with the instructional teacher to be sure the parent is involved. The Leadership team will recommend interventions for the student such as setting up after school tutoring or working with parents with materials that can be used at home. All communication will be documented and monitored.

Person Responsible Sherry Wells (sherry.wells@polk-fl.net)

After school tutoring will be provided for students who need intervention in reading, math, and science. We will also develop tutoring for student advancement. This tutoring will be provided through contracted services.

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

Students will be scheduled based on ability so that we can accelerate all students. Each lesson will begin with a review from previous day, leading into the core instruction. The core instruction will be provided over the next 45 minutes to 1 hour, followed by small group acceleration for all students. In the small group instruction, the "how" and "strategies" used will meet the learning needs of the student.

Person Responsible Sherry Wells (sherry.wells@polk-fl.net)

Through the District's Memorandum of Understanding for after school teacher planning, the administration will provide PLC opportunities for the staff in the areas of understanding the standard/benchmark, the targeted activities and the task to be achieved so that the lesson delivery is purposeful, resulting student learning of the Benchmarks. This will build upon the strategies they are working on in the weekly collaborative planning to build their targeted activities.

Person Responsible Sherry Wells (sherry.wells@polk-fl.net)

#2. Culture & Environment specifically relating to Student Attendance

Based on the 2020-21 student data, over 30% of our students missed 10 or more instructional days. In order to improve daily student attendance, we have redesigned our strategies we will use to monitor and improve daily attendance.

Area of Focus Description and Rationale:

Our leadership team will have at least one member working directly with each grade level. This member will provide support to the teachers in that grade level by printing attendance weekly, talking with the student who is identified as having attendance concerns and talk with the parent/guardian on a weekly basis once a student is identified until the attendance improves. If the attendance does not improve, a meeting with administration will be scheduled to build an attendance plan for that particular child so that he/she can be successful. If attendance issues continue, other resources such as social worker, etc., will be used.

Measurable Outcome:

Griffin will have 90% of our students missing less than 10 days of school.

Monitoring:

Griffin has developed a Leadership Team Committee consisting of Principal, Acting Principal, Assistant Principal, External Operator, Behavior Interventionist, Guidance, LEA, Mental Health Facilitator, School Psychologist, Reading and Math Coaches, and Reading and Math Interventionist. Each of these members will work with a grade level team or work with the data brought to the Leadership Team. Each member will be responsible for communicating with the parents/guardians of any student identified as at risk for academics, attendance, or behavior. Each member will help identify the problem or concern by working with the teacher, the student, and the parent/guardian and will put supports in place to address the concerns so that the student can be successful. The leadership team will approach this effort with the whole child in mind.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

The evidence-based strategy is improving communication between the school and the home so that the parent/guardian is involved in the outcome.

Rationale for Evidence-based Strategy:

Based on the past data, parent involvement is very low at Griffin Elementary. Getting parents to take an active role in their child's learning is not observed. We will work to improve two-way communication so that parents can get a better understanding to how they can help their child improve his/her learning both at home and at school.

Action Steps to Implement

The Leadership Team will communicate with all parents in the 1st and 3rd 9 week periods of the school year through a telephone call, virtual conference, or in-person conference. The purpose of this conference is to make the parent aware of all methods/ways to receive school information and ways to communicate back.

Person Responsible

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

A member of the Leadership Team will work with each grade level. This Leadership member will work with the teachers and the students and communicate any student needs or assistance we can provide with the parents/guardians. Calls/conferences will be made weekly. All communication and interventions will be documented and discussed in the Weekly Leadership Meetings. Leadership Team members will use the

resources on the team, as well as district resources, to address concerns and keep our students in school learning.

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

Students will meet with their Leadership Team member each week to reflect on how they are doing in school and at home.

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In order to meet the HB 7011 - Reading Achievement Initiative for Scholastic Excellence (RAISE) (ELEM), Griffin Elementary will provide professional development for our teachers in Grades 1-5 in the program "Words Their Way". This program will be used during our Power Hour program, where we work with students in small groups to improve their reading. Our past year scores were as follows: 3rd - 27%, 4th - 42%, 5th - 24%.
Measurable Outcome:	Our past year scores were as follows: 3rd - 27%, 4th - 42%, 5th - 24%. Our goal is for all students to make gains in ELA; and to for our ELA scores to be 50% or higher in each grade level.
Monitoring:	Our External Operator's Coaches will train the Power Hour Teachers on how to use "Words Their Way". After training is completed, the coaches will work with the teachers to develop their Power Hour small group rotations, implementing the program with fidelity. The school and District Reading Coaches will also work weekly with the teachers/students.
Person responsible for monitoring outcome:	Patricia Willis (patriciawillis@yahoo.ocm)
Evidence-based Strategy:	<p>Words Their Way by Bear, Invernizzi, Templeton and Johnston is a developmental approach to understanding orthographic patterns, phonics and vocabulary based on the analysis of a spelling inventory. Word study occurs with hands-on activities where students compare and contrast word features through sorting routines. Students are grouped based on the developmental stage identified during the assessment period and differentiated word lists are provided that reflect their current orthographic knowledge. Teachers explicitly introduce differentiated sorts to students in an intentional and systematic fashion. Professional learning, modeling and resources will be provided to teachers in order to ensure the explicit and systematic introduction of word lists each week as well as resources to allow for continued practice.</p> <p>Students in grades K-5 will be administered the primary spelling inventory or the elementary spelling inventory to determine their initial developmental spelling stage. Through explicit word study instruction, collaborative activities and independent practice, students will progress through the wordy study continuum each week. Progress monitoring will be in the form of weekly word study assessments that will determine the subsequent word study pattern. The following chart provides the goal, per the program's developers, for each grade level.</p>
Rationale for Evidence-based Strategy:	<p>Grade level *End of Year Spelling Stage Goal</p> <p>K Middle Letter Name Alphabetic</p> <p>1 Early Within Word Pattern</p> <p>2 Late Within Word Pattern</p> <p>3 Early Syllables and Affixes</p> <p>4 Middle Syllables and Affixes</p> <p>5 Late Syllables and Affixes</p> <p>* A student will be encouraged and supported to extend beyond the end of year goals if appropriate.</p>

Action Steps to Implement

All Teachers K-5 will receive training.

Person Responsible Patricia Willis (patriciawillis@yahoo.ocm)

EO Coach and School coach will work with Power Hour Groups to implement in their rotations on a weekly basis.

Person Responsible Patricia Willis (patriciawillis@yahoo.ocm)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the SafeSchoolsforAlex.org website, we have 2.5 incidents per 100 students. We will monitor our school culture and environment by:

- 1. All staff will work to build a positive relationship with our students and with all other staff members. We will speak to each child and adult in a positive manner when we see them in the hallways, classrooms, cafeteria, and bus/car rider areas.**
- 2. All staff will report all concerns to their Leadership Team member immediately. These concerns could be as simple as a student might need to talk with someone because the staff member noticed a slight change in behavior to a staff member observing a child who might need clean clothes. We will encourage all staff to also report concerns of other staff members who might be going through issues, etc. We will work on being attentive to any need, no matter how small.**
- 3. We will work on promoting positive behavior through student and teacher recognition on morning announcements and throughout the day. We will have positive behavior systems in place in each classroom and on a school-wide level.**
- 4. We will encourage all students to see it, say it. We will strive to get our students and staff to report any concerns they have.**
- 5. We will work to keep our campus clean and inviting.**
- 6. We will provide a safe environment for all students and staff. All doors will be locked to meet safety protocols at all times. All visitors will check in through one entrance only.**

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.

Griffin Elementary's staff started this initiative of Building a Positive School Culture and Environment by recommending a new school theme. This year's theme is centered around "Building and Constructing" a New Environment for our Staff and Students.

First of all, the school has undergone a thorough cleaning over the summer. This included cleaning out all areas of the school and removing unused items. A new building assignment was developed, moving teachers of same grade levels to closer locations so that instructors can work closely together.

A new bell schedule was set to work with the district's transportation system so no instructional time was lost during the day. In addition, this instructional schedule allows for common planning and lunch time for each instructional grade so teachers have time to collaborate on instruction. Recess times were also adjusted to provide each group their own time which will result in less discipline issues during recess.

Intervention rooms were made available near all classrooms so that instructional small groups would be more effective.

4th and 5th grade teachers are departmentalized which will provide additional planning time for each of the subject areas at those grade levels. Teachers will be focusing on one subject instead of two or three.

Each teacher will develop their own classroom PBIS model that will tie into a school-wide recognition program. Students will be selected on a weekly and quarterly point system and be recognized by the Leadership team.

Teachers will be recognized by daily and weekly "shout-outs" by the principal. Funding has been provided to provide teachers after school pay for planning. In addition, staff will meet with administration team quarterly to address concerns, needs, and work on ways to improve the school and student learning.

Each grade level has been provided a Leadership Team member. This member will assist in bringing teacher needs and concerns to the weekly meetings so that any issues can be addressed immediately. This Leadership Team member will act as a liaison between school and home, helping teachers and parents to work more effectively together for the student's success.

Student and Staff Dress Code will be addressed. We want to provide a professional appearance for our learning environment.

Our principal will post weekly updated messages on our school's webpage and facebook pages for parents and students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Leadership Team's goal is to improve communication on the campus with students and staff, and improve communication to our parents/guardians.

We want all to see the "new plan". Improving our school is about having solid processes and procedures in place, and working with our stakeholders to make needed weekly adjustments to keep learning in front of everyone's vision.

We must address needs as they arise and listen to all involved. By assigning one leadership member to each grade level, we hope to increase our attendance, increase our scores on weekly and quarterly assessments, and provide teachers and students the support they need by making sure their needs are heard and addressed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$151,976.47
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG	0.5	\$28,276.56
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Math Interventionist who work with small groups of students in need of remediation</i>			
	5100	210-Retirement	1231 - Griffin Elementary School	UniSIG		\$3,059.52
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	1231 - Griffin Elementary School	UniSIG		\$2,163.16
			<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		\$53.73
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	6300	120-Classroom Teachers	1231 - Griffin Elementary School	UniSIG		\$23,345.00
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 29 teachers - 23 hours each @ \$35 per hour</i>			
	6300	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG		\$5,635.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 7 Coaches/ Interventionists, 23 hours each @ \$35 per hour</i>			
	6300	140-Substitute Teachers	1231 - Griffin Elementary School	UniSIG		\$1,035.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitute Teachers participating in curriculum planning after contract hours. (Working on certification) - 3 Provisionals, 23 hours each @ \$15 per hour</i>			
	6300	210-Retirement	1231 - Griffin Elementary School	UniSIG		\$3,247.62
			<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
	6300	220-Social Security	1231 - Griffin Elementary School	UniSIG		\$2,296.15
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			

	6300	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		\$57.03
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	510-Supplies	1231 - Griffin Elementary School	UniSIG		\$7,425.02
			<i>Notes: Supplies - Instructional - Paper, markers, pencils, sheet protectors, post its, etc...</i>			
	5100	644-Computer Hardware Non-Capitalized	1231 - Griffin Elementary School	UniSIG		\$10,673.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 27 iPads</i>			
	5100	519-Technology-Related Supplies	1231 - Griffin Elementary School	UniSIG		\$1,050.00
			<i>Notes: Technology-Related Supplies 27 iPad Cases</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	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	1231 - Griffin Elementary School	UniSIG		\$1,805.00
			<i>Notes: Technology-Related Noncapitalized Furniture, Fixtures and Equipment -less than or equal to \$999.99 - 5 Printers</i>			
	5100	150-Aides	1231 - Griffin Elementary School	UniSIG	2.0	\$30,458.04
			<i>Notes: Aides Paraprofessionals - Salaries - - 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		\$3,295.56
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	1231 - Griffin Elementary School	UniSIG		\$2,330.04
			<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		\$57.87
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	310-Professional and Technical Services	1231 - Griffin Elementary School	UniSIG		\$821.17
			<i>Notes: LRC Tutoring Contract</i>			

2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$157,486.25