

Polk County Public Schools

Fred G. Garner Academy



2021-22 Schoolwide Improvement Plan

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Fred G. Garner Academy

2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

Demographics

Principal: Qvonda B IR Dsong Blackman

Start Date for this Principal: 6/24/2017

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
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: C (46%) 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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2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

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	79%

School Grades History

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

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<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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Birdsong, Qvonda	Principal	Instructional Leader and monitoring, human resources, facilities manager, day to day operations
Shockley, Delores	Assistant Principal	Facilities, testing, instructional leader, student monitoring
Powell, Daniel	Math Coach	Curriculum planning, working with teachers on a daily basis for whole group and small group assistance/planning, data diving
Bruneau, Shanna	Reading Coach	Curriculum planning, working with teacher on a daily basis for whole group and small group assistance/planning, data diving, monitoring online program fidelity
Valentin, Cheryl	Other	LEA Facilitator, Write and processes all IEP, Managers and monitors all IEP's, Assists teachers with students of disabilities, ensures the school stays in compliance with Federal laws
Perryn, Cherie	Other	Small group intervention instruction with bottom 25 % in tested grades, data disaggregation.
Boronell, Tisa	Dean	Facilities, monitoring of students throughout the day, discipline
Finney, Mika	Other	Small group intervention instruction with bottom 25 % in tested grades, data disaggregation.
Kok, Amy	Other	Assists with all technology needs to maintain devices, assists with testing
McCree, Avery	Other	Provides Tier 2 and 3 behavioral interventions to students
Clark, Angela	Behavior Specialist	Works with teachers to provide supports for behaviors with students and classroom management skills

Demographic Information

Principal start date

Saturday 6/24/2017, Qvonda B IR Dsong Blackman

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

1

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

56

Total number of students enrolled at the school

909

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

15

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

17

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	0	136	129	145	156	131	0	0	0	0	0	0	0	697
Attendance below 90 percent	0	0	47	49	53	57	0	0	0	0	0	0	0	206
One or more suspensions	0	0	13	19	17	28	0	0	0	0	0	0	0	77
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 FSA ELA assessment	0	0	0	28	22	35	0	0	0	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	36	40	0	0	0	0	0	0	0	96
Number of students with a substantial reading deficiency	0	43	75	63	80	62	0	0	0	0	0	0	0	323

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	26	42	44	55	76	0	0	0	0	0	0	0	243

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 6/24/2021

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	139	112	133	142	116	114	0	0	0	0	0	0	0	756
Attendance below 90 percent	26	13	21	24	21	13	0	0	0	0	0	0	0	118
One or more suspensions	1	7	10	12	19	11	0	0	0	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	28	22	35	0	0	0	0	0	0	0	85
Level 1 on 2019 statewide Math assessment	0	0	0	20	36	40	0	0	0	0	0	0	0	96
Level 1 on Dec 2019 STAR ELA	0	0	0	40	28	26	0	0	0	0	0	0	0	94
Level 1 on Dec 2019 STAR Math	0	0	0	31	29	32	0	0	0	0	0	0	0	92

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	10	39	46	42	0	0	0	0	0	0	0	142

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	4	2	3	0	0	0	0	0	0	0	9

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	139	112	133	142	116	114	0	0	0	0	0	0	0	756
Attendance below 90 percent	26	13	21	24	21	13	0	0	0	0	0	0	0	118
One or more suspensions	1	7	10	12	19	11	0	0	0	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	28	22	35	0	0	0	0	0	0	0	85
Level 1 on 2019 statewide Math assessment	0	0	0	20	36	40	0	0	0	0	0	0	0	96
Level 1 on Dec 2019 STAR ELA	0	0	0	40	28	26	0	0	0	0	0	0	0	94
Level 1 on Dec 2019 STAR Math	0	0	0	31	29	32	0	0	0	0	0	0	0	92

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	10	39	46	42	0	0	0	0	0	0	0	142

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	4	2	3	0	0	0	0	0	0	0	9

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				30%	51%	57%	33%	50%	56%
ELA Learning Gains				37%	51%	58%	52%	51%	55%
ELA Lowest 25th Percentile				44%	49%	53%	49%	45%	48%
Math Achievement				29%	57%	63%	37%	58%	62%
Math Learning Gains				36%	56%	62%	58%	56%	59%
Math Lowest 25th Percentile				43%	47%	51%	56%	44%	47%
Science Achievement				24%	47%	53%	37%	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	33%	52%	-19%	58%	-25%
Cohort Comparison						
04	2021					
	2019	23%	48%	-25%	58%	-35%
Cohort Comparison		-33%				
05	2021					
	2019	24%	47%	-23%	56%	-32%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	56%	-32%	62%	-38%
Cohort Comparison						
04	2021					
	2019	35%	56%	-21%	64%	-29%
Cohort Comparison		-24%				
05	2021					
	2019	20%	51%	-31%	60%	-40%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	18%	45%	-27%	53%	-35%
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/STAR Reading, STAR Math
 2nd - STAR Early Literacy/STAR Reading, STAR Math
 3rd - STAR Reading and Math
 4th - STAR Reading and Math
 5th STAR Reading and Math, Science Quarterly Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	61	56
	Economically Disadvantaged	51	64	58
	Students With Disabilities	7	36	27
	English Language Learners	38	54	52
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65	68	51
	Economically Disadvantaged	67	67	53
	Students With Disabilities	50	46	30
	English Language Learners	83	80	58
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	79	54
	Economically Disadvantaged	68	73	49
	Students With Disabilities		33	25
	English Language Learners	57	73	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	37	31
	Economically Disadvantaged	46	33	28
	Students With Disabilities		9	
	English Language Learners	50	43	41

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	41	40
	Economically Disadvantaged	41	43	40
	Students With Disabilities	29	22	22
	English Language Learners	24	22	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	36	27
	Economically Disadvantaged	32	35	28
	Students With Disabilities	26	32	33
	English Language Learners	29	27	14
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	27	29
	Economically Disadvantaged	24	27	25
	Students With Disabilities	20	15	10
	English Language Learners	16	19	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	32	27
	Economically Disadvantaged	29	31	21
	Students With Disabilities	15	26	26
	English Language Learners	13	31	7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	30	40
	Economically Disadvantaged	26	29	39
	Students With Disabilities	17	18	28
	English Language Learners	21	22	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	33	35
	Economically Disadvantaged	29	32	33
	Students With Disabilities	6	18	13
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	25	38
	Economically Disadvantaged	34	26	35
	Students With Disabilities	22	18	17
	English Language Learners	37	26	42

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	25	19	15	28	33	27	33				
ELL	18	37	45	18	31		5				
BLK	30	41	38	27	40		21				
HSP	29	36	58	29	31	17	8				
MUL	36			45							
WHT	38	35		36	25		48				
FRL	32	38	42	30	33	30	21				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	50	55	29	71	67	30				
ELL	16	36	50	16	42	60	18				
BLK	28	35	35	26	32	33	18				

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
HSP	28	37	47	24	34	50	22				
WHT	37	41		39	50	45	41				
FRL	31	38	46	31	38	47	26				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	43	50	18	43	47	29				
ELL	20	41	47	30	51	54	31				
BLK	26	52	26	31	58	65	25				
HSP	38	43	55	40	53		47				
WHT	39	63		42	63	54	45				
FRL	31	52	50	37	58	57	37				

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	35
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	43
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	28
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	34
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	32
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	36
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	33
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?

Proficiency rates for 3rd - 5th remain the same by 1-2 percentage points in ELA and Math.

Learning gains in grades 3rd - 5th are the same by just a few percentage points in ELA and Math.

Subgroups are making gains, but proficiency is not moving as quickly as expected.

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

Math Learning Gains and Proficiency have had a big decline in both FSA and Spring Progress Monitoring

Proficiency with all of our targeted subgroups in ELA

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

Lack of data analysis for bottom 25%

Grade level Rigor was inconsistent.

Increasing proficiency will also contribute to overall learning gains and gains for our bottom 25%.

Monitor core instruction and planning and ensure targeted lessons and the delivery of the lessons.

Ensuring that teachers are using data to drive the small group instruction in small group and iii time.

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

Learning gains in ELA and Math both had substantial growth based on STAR assessments.

Learning gains increased in all ESSA subgroups based on EOY STAR data.

ELA Proficiency in all grade levels Kg-5 increased from Fall to Spring Assessment

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

Targeted small group instructions by teachers and support personnel.

After school and Saturday tutoring

Extra data analysis of all students after each progress monitoring

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

Ensure all students get extra practice of the grade level content during the second block of the reading and math block.

Writing will be used in all content areas including special area classes.

Teachers will use the district curriculum maps to create lessons that are targeted and engaging.

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.

Awareness of the difference between remediation and acceleration

Kagan Collaborative strategies

Differentiation in the classroom

Reading and writing across content areas

Vocabulary/Fluency for all content areas

Higher order questioning

New Reading Series PD

New Best Standards training

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

Teacher Engagement Cadre will provide ongoing support for new teachers.

Monthly new teacher meetings by Leadership Team will be held and based on teacher's needs.

Reading and Math Interventionist will target bottom 25% and bubble students

Weekly/Monthly data reviews and adjustments made to small group instruction and interventions for all grade levels Kg-5th

Additional PD Provided based on teacher need.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	All students will receive targeted interventions through small group instruction based on the data identifying their learning gaps. The differentiated groups will take place in Power Hour and in the 2nd half of core instruction. The targeted interventions will build on students' current state and district data to close the ELA and Math gaps in proficiency while resulting in learning gains. In 2018-2019, 37% of students in grades 3-5 produced a learning gain in ELA and 36% in Math. Learning gains decreased significantly in our Hispanic, ELL, and Black ESSA subgroups. In 2018-2019 four subgroups (ELL, Hispanic, Black and Economically Disadvantaged there was an average overall drop of 15% points from the previous year.
Measurable Outcome:	As a result of the small group targeted instruction, 47% of students will make a learning gain on the ELA and Math state assessment. Hispanic, ELL and Black ESSA subgroups will perform at a minimum of 41%. The Economic Disadvantaged is comprised of the three groups listed.
Monitoring:	Student learning will be monitored through district progress monitoring assessments, formative assessments as well as teacher collected data.
Person responsible for monitoring outcome:	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy:	Data-driven, targeted, standard-based, and small group instruction with classroom teacher or other staff members facilitating small groups. Targeted collaborative planning with administration and instructional coaches for small group activities in vocabulary, fluency, and standards based instructional needs. Small group instruction with ESOL and ESE program teachers on specific areas of need. Extended learning for all students in tested grades including Tier 2 and 3 students in Grades 1 and 2. Ongoing progress monitoring of small group interventions through the MTSS process. Teacher/Students monthly data chats.
Rationale for Evidence-based Strategy:	Research shows that working with small groups of students increases student achievement. Research also states that using data to target immediate reteaching opportunities produces a higher level of student achievement. Research states that standards based curriculum planning and coaching builds capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices.

Action Steps to Implement

Standards based weekly collaborative planning with instructional coaches with a focus on differentiated small group instruction. Staff development and curriculum planning will be held throughout the year to assist with standards based planning and knowledge building.

Person Responsible Shanna Bruneau (shanna.bruneau@polk-fl.net)

Leadership team will provide staff with professional learning opportunities on best practices to support small group instruction.

Person Responsible Daniel Powell (daniel.powell@polk-fl.net)

Technology will be used with students in small group targeted instruction based on data provided by district progress monitoring.

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

Ready Florida, Learning A-Z, Scholastic weekly, Weekly Studies, Reflex Math and Lakeshore resources will be used in small group targeted instruction to address student needs.

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

Scholastic classroom libraries will be used to increase the number of books students will read. AR level books will be monitored by media specialist and weekly report given to teachers of student progress. Student, teacher, class, grade level and school incentives will be implemented.

Person Responsible Shanna Bruneau (shanna.bruneau@polk-fl.net)

Daily/weekly feedback with supports to teachers based on a multi-tiered approach created by the school leadership team. Movement of teacher tier levels will be monitored by school leadership team and will be modified as teachers make instructional movement. A calendar will be created to show evidence of feedback data.

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

Extended learning will be offered to all students and a focus on 3rd-5th grade students. A focus on Black/ African American and Hispanic subgroups. It will begin in September continuing throughout the school year; after school, and on Saturdays.

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

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

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

Teachers will integrate science reading material into Power Hour.

Person Responsible Shanna Bruneau (shanna.bruneau@polk-fl.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: All Students will receive grade level standards-based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade level standards, which will build on their current level of learning closing the gap in proficiency. Previously, students did not always receive instruction that was aligned to the intent and rigor of the standard. Tasks were also often below the grade level expectation. In 2018-2019 FSA state assessment, more than 65% of students earned a Level 1 or 2. Four ESSA sub groups scored lower than the required 41%.

Measurable Outcome: As a result of standards-based instruction taught in core content areas, 40% of students will score a level 3, 4, or 5 on both Math and ELA tests. All four ESSA groups will perform at a minimum 41%.

Monitoring: Student learning will be monitored through grade level formative assessments and district progress monitoring tools. Data discussions will take place between leadership and teachers after progress monitoring and data displayed throughout the year in the data room.

Person responsible for monitoring outcome: Qvonda Birdsong (qvonda.birdsong@polk-fl.net)

Evidence-based Strategy: Utilize Common Planning in core content areas to facilitate: The unpacking of standards, Analysis of Student performance data, development of explicit whole and small group instruction and the alignment of tasks to learning targets and success criteria

Rationale for Evidence-based Strategy: Common planning creates an environment of learning and collaboration among educators of common disciplines for the purpose of engaging in an in-depth examination of instructional standards aligned to benchmark expectations and best practices.

Action Steps to Implement

Coaches will facilitate collaborative weekly grade level planning meetings that will focus on explicit core instruction that ensures alignment of tasks to learning targets and success criteria. During meetings the best standards will be discussed to ensure teacher comprehension.

Person Responsible: Shanna Bruneau (shanna.bruneau@polk-fl.net)

Daily/Weekly walkthrough and targeted feedback to teachers based on teacher tiers created at school.

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

Interventionists and paras will provide targeted and direct support with a focus on bubble/targeted students.

Person Responsible: Mika Finney (mika.finney@polk-fl.net)

Grade level and above assignments through technology (iStation, Smarty Ants, Freckle, Reflex) will be made available to all students.

Person Responsible: Daniel Powell (daniel.powell@polk-fl.net)

Monthly PLC based on school based focus areas such as writing across content areas, fluency/vocabulary activities, Kagan structures, higher order thinking questions, and accountable talk.

Person Responsible Daniel Powell (daniel.powell@polk-fl.net)

Saturday tutoring will be available to accelerate learning for students that are on level in ELA and/or Math based on FSA data.

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

No description entered

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Garner Elementary offered monthly family engagement opportunities this past school year with a wide variety of learning opportunities such as testing information, reading and math strategies. Parent participation averaged about 30% of the school population, suggesting a need to strengthen partnerships between families and the school. Our Hispanic population is the fastest growing demographic creating a need to eliminate language barriers and our African American students received the most office referrals in the 2019-2020 school year. Absence of family partnerships can be attributed to language barriers and behavioral concerns. Of the 83 students who received referrals, 46 of them are African American (55%) and 23 are Hispanic (28%). Shifting our core beliefs about our families plays a large role with our influence and building partnerships. A stronger connection with family partnerships will assist in decreasing discipline and increasing academic achievement. Culture and environment is critical to cultivating and sustaining partnerships among school, home, and community.
Measurable Outcome:	Our goal is to increase our family engagement participation with monthly school related events by 10% to an average attendance rate of 40% of our families. The desired outcome of family participation is to improve student behavior and bridge language barriers
Monitoring:	A Grade level attendance sheet will be kept of every meeting. Flyers, phone calls, and written reminders will be given to all students. Student/Class/ and Parent incentives for attendance will also be given.
Person responsible for monitoring outcome:	Mika Finney (mika.finney@polk-fl.net)
Evidence-based Strategy:	Research based strategies from the book Powerful Partnerships provide a framework for creating parent involvement and will assist with decreasing language barriers. PBIS system for Tier 1, 2 and 3 students tracked by teachers and data used to support students. CHAMPs will be implemented across all classrooms including specials Reteaching of skills through evidenced based programs such as Stanford Harmony and Why Try
Rationale for Evidence-based Strategy:	Research shows that keeping students in school increases students achievement. We will also utilize additional interventions strategies through Tier 2 and 3 services that will assist the student with successful behavior to remain in the classroom as much as possible.

Action Steps to Implement

Parent Engagement committee created to organize and plan monthly parent engagement opportunities. A representative from leadership and each grade level will make up the team. Monthly meetings will take place to plan monthly activities.

Person Responsible [no one identified]

Each family night will consist of an academic focus utilizing the Family Engagement packets by Lakeshore to assist our parents with staying informed of what their students are learning. A monthly grade level newsletter will also be sent to inform parents of standards taught. Interpreters will be provided for all monthly meetings.

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

Review data of monthly parent partnership meetings to review attendance to adjust where needed. Family surveys will be sent every 9 weeks to gain knowledge and awareness as to what our families' needs are.

Person Responsible [no one identified]

Parent academies will take place in September and February with an emphasis on testing and supporting home to school connections.

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

Weekly behavior meetings will take place to monitor and track behavior concerns and data. Team will also discuss support for student behavior based on data.

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

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

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

Ongoing professional development of PBIS and CHAMPS as needed

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

School wide implementation of the SEL program Sanford Harmony.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	All students will receive a daily vocabulary practice with a focus on grade level standards that align with vocabulary. The extended vocabulary practice will take place in Power Hour and in the 2nd half of core instruction. The targeted vocabulary interventions will build on students' current state and district data to close the ELA gaps in proficiency.
Measurable Outcome:	As a result of standards-based vocabulary related daily practice, 40% of students will score a level 3, 4, or 5 on ELA tests. All four ESSA groups will perform at a minimum 41%.
Monitoring:	Student learning will be monitored through teacher created formative assessments and use of vocabulary resources from reading core curriculum. Vocabulary data discussions will take place between leadership and teachers weekly and adjustments made to add rigor when a vocabulary skill is mastered.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Utilize Common Planning in core content areas to facilitate: The unpacking of standards, Analysis of Student performance data, development of explicit whole and small group vocabulary instruction and the alignment of tasks to learning targets and success criteria
Rationale for Evidence-based Strategy:	Common planning creates an environment of learning and collaboration among educators of common disciplines for the purpose of engaging in an in-depth examination of instructional standards aligned to benchmark expectations and best practices for vocabulary growth.

Action Steps to Implement

Interventionists and paras will provide targeted and direct support with a vocabulary focus on bubble/targeted students.

Person Responsible [no one identified]

Weekly PLC to review vocabulary data and student growth. Resources from Saidler, Florida Ready, Florida Wonders,, technology-based resources such as I-station and Smarty Ants.

Person Responsible [no one identified]

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.

Garner is currently ranked by Safe Schools for Alex as 551 out of 1395 schools for discipline incidents in the state of Florida. We have .4 incidents per 100 students at Garner which is very low. However our out of school suspension rate is ranked high at 45 out of 126 county schools and 1,192 out of 1,395 schools in the state. Garner is a PBIS school and will ensure to continue to positively promote and teach appropriate behavior. Discipline data will be discussed weekly at weekly meetings of the behavior team and shared monthly with staff. This data will assist us with moving students into Tier 2 or 3 interventions as needed. The team will discuss the appropriate intervention and the teacher and student will be notified of the intervention.

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.

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

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

There are several stakeholders that impact the culture and environment of the school. Teachers are most important in promoting a positive culture and will be responsible for communication with parents and guardians.

Parents role will be to provide support to students and teachers. Students are important to the positive culture and will be held accountable for making decisions based on expectations set by school.

The SAC and PTO will be important in establishing goals and incentives for both staff and students. The community will provide support to the school and school community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$232,311.57
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0601 - Fred G. Garner Academy	UniSIG		\$3,295.00
			<i>Notes: Technology- Related rentals of educational software and online subscriptions, Reflex Math online subscription</i>			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$5,679.32
			<i>Notes: Supplies - Instructional - Math manipulatives</i>			
	5100	150-Aides	0601 - Fred G. Garner Academy	UniSIG	4.0	\$82,478.21
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation 4 classroom paras</i>			
	5100	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$8,953.78
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$6,330.53
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0601 - Fred G. Garner Academy	UniSIG		\$37,152.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0601 - Fred G. Garner Academy	UniSIG		\$86.40
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$157.23
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$23,304.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring- 10 teachers, 2 days a week, 4 hours per week, 30 weeks at \$19.42 per hour</i>			
	5900	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$11,652.00
			<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- 5 support staff, 4 hours per week, 30 weeks, at \$19.42 per hour</i>			
	5900	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		\$3,600.00

			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring - 2 provisionals , 4 hours per week, 30 weeks, at \$15 per hour</i>			
	5900	150-Aides	0601 - Fred G. Garner Academy	UniSIG		\$1,800.00
			<i>Notes: Aides Paraprofessional -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring- 1 para, 4 hours per week, 30 weeks, at \$15 per hour</i>			
	5900	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$4,366.52
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5900	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$3,087.23
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5900	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$76.68
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	6300	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$20,160.00
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours- 24 teachers, 24 hours at \$35 per hour</i>			
	6300	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$4,200.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists- 5 support staff, 24 hours at \$35 per hour</i>			
	6300	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		\$1,440.00
			<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification)- 4 provisionals, 24 hours at \$15 per hour</i>			
	6300	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$2,791.56
			<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
	6300	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$1,973.70
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$49.02
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	6400	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$7,692.66
			<i>Notes: Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours 30 teachers, 6 days, 2 hours each day at \$19.42 per hour</i>			
	6400	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$1,282.11

			<i>Notes: Other Certified Instructional Personnel - Stipends for Interventionists, Network Specialists, Success Coaches participating in staff development activities after contact hours- 5 support staff, 6 days, 2 hours each day at \$19.42 per hour</i>			
	6400	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$686.57
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$17.05
			<i>Notes: Workers Compensation .19% - Staff Development</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$157,874.40
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$20,103.18
			<i>Notes: Supplies - Instructional (copy paper, folders, flip charts, pencils, notebook paper, binders)</i>			
	5100	644-Computer Hardware Non-Capitalized	0601 - Fred G. Garner Academy	UniSIG		\$27,580.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 70 ipads</i>			
	5100	519-Technology-Related Supplies	0601 - Fred G. Garner Academy	UniSIG		\$6,996.50
			<i>Notes: Technology-Related Supplies - 70 ipad cases with keyboards</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0601 - Fred G. Garner Academy	UniSIG		\$4,853.73
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 3 ipad carts</i>			
	5100	519-Technology-Related Supplies	0601 - Fred G. Garner Academy	UniSIG		\$776.15
			<i>Notes: Technology-Related Supplies- headsets</i>			
	5900	310-Professional and Technical Services	0601 - Fred G. Garner Academy	UniSIG		\$52,285.18
			<i>Notes: Professional and Technical Services- Contracted services with Learning Resource Center to provide tutoring</i>			
	6200	610-Library Books	0601 - Fred G. Garner Academy	UniSIG		\$10,000.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books,</i>			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$11,750.00
			<i>Notes: Classroom Libraries and/or guided reading books 47 classrooms x \$250</i>			
	5100	369-Technology-Related Rentals	0601 - Fred G. Garner Academy	UniSIG		\$5,100.00
			<i>Notes: Technology- Related rentals of educational software and online subscriptions, Learning A-Z</i>			
	5100	530-Periodicals	0601 - Fred G. Garner Academy	UniSIG		\$5,576.40

			Notes: Periodicals- Scholastic News			
	5100	530-Periodicals	0601 - Fred G. Garner Academy	UniSIG		\$6,846.00
			Notes: Periodicals- Social Studies Weekly			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$6,007.26
			Notes: Supplies - Instructional - Reading manipulatives and small group resources			
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$402,063.75