

Sarasota County Schools

Garden Elementary School



2021-22 Schoolwide Improvement Plan

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Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

Demographics

Principal: Amy Archer

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (60%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Sarasota 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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Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

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 KG-5	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Garden Elementary community is to provide students with meaningful learning experiences through the use of individualized instruction, technology, collaborative learning, and community involvement. Student success will be measured by ongoing assessments. Garden's mission will be accomplished through the collaboration of students, staff, and parents.

Provide the school's vision statement.

The Garden Elementary community is dedicated to providing a supportive environment where all children have the opportunity to achieve their highest potential.

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
Archer, Amy	Principal	To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring and enriching environment to promote staff and student success.
Atha, Pamela	Other	To assure proper placement of exceptional education students in accordance with local, state and federal guidelines.
Bellanca, Stacy	Other	To reduce the number of first-grade students who have extreme difficulty learning to read and write. The objective of Reading Recovery is to promote accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and can benefit from classroom instruction with minimal supplemental help.
Carey, John	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational, social and emotional needs of students and carry out the mission and goals of the school and the district.
Curcio, Patricia	Teacher, K-12	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Dale, Denise	Other	To reduce the number of students who have extreme difficulty learning to read and write. The objective for Literacy Lessons is to promote accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and can benefit from classroom instruction with minimal supplemental help.
Davies, Will	Teacher, K-12	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Davis, Joanna	Teacher, K-12	To facilitate the Special Area Teachers' collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives
Krizen, Michelle	Teacher, K-12	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a

Name	Position Title	Job Duties and Responsibilities
		collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Rispoli, Julia	Teacher, K-12	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Schapley, Terri	Other	To provide research-based interventions and instructional support to promote the acceleration for students who meet eligibility for services as an English Language Learner. Support progress monitoring efforts for ELL and Hispanic ESSA subgroups.
Strait, Mary	Teacher, ESE	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Toland, Kendall	Behavior Specialist	To apply professional skills to work with staff and students to improve behavior and enable students to be successful in the school setting. During the 21-22 school year, an emphasis will be made to support the staff and students served in the EBD Program at Garden Elementary.
Toth, Sarah	Teacher, K-12	To facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to support acceleration for all. To promote a collaborative, solution-oriented approach to enhance implementation of State, district and school initiatives.
Anderson, Jessica	Behavior Specialist	To apply professional skills to work with staff and students to improve behavior and attendance to enable students to be successful in the school setting. During the 21-22 school year, an emphasis will be made to support the staff and students with implementation of PBIS.

Demographic Information

Principal start date

Friday 7/1/2016, Amy Archer

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.*

4

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

5

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

536

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

7

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

7

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	63	94	93	80	82	96	0	0	0	0	0	0	0	508
Attendance below 90 percent	0	10	9	9	12	14	0	0	0	0	0	0	0	54
One or more suspensions	0	3	5	2	3	2	0	0	0	0	0	0	0	15
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	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	6	15	19	6	31	0	0	0	0	0	0	0	77

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

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

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	4	5	1	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/26/2021

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	94	98	79	81	92	86	0	0	0	0	0	0	0	530
Attendance below 90 percent	2	2	4	2	5	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
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	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

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

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

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	3	0	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	94	98	79	81	92	86	0	0	0	0	0	0	0	530
Attendance below 90 percent	2	2	4	2	5	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
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	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

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

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

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	3	0	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				59%	68%	57%	60%	66%	56%
ELA Learning Gains				51%	62%	58%	51%	57%	55%
ELA Lowest 25th Percentile				52%	53%	53%	41%	46%	48%
Math Achievement				61%	73%	63%	73%	72%	62%
Math Learning Gains				56%	67%	62%	67%	63%	59%
Math Lowest 25th Percentile				35%	53%	51%	60%	51%	47%
Science Achievement				55%	65%	53%	67%	66%	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	67%	70%	-3%	58%	9%
Cohort Comparison						
04	2021					
	2019	53%	67%	-14%	58%	-5%
Cohort Comparison		-67%				
05	2021					
	2019	53%	68%	-15%	56%	-3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	73%	-9%	62%	2%
Cohort Comparison						
04	2021					
	2019	62%	72%	-10%	64%	-2%
Cohort Comparison		-64%				
05	2021					
	2019	51%	70%	-19%	60%	-9%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	65%	-13%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady was the monitoring tool used to compile the data below for ELA and Math. The 2021 FSSA assessment was used to gather data for the Science progress monitoring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	40	75
	Economically Disadvantaged	30	67	88
	Students With Disabilities	6	9	39
	English Language Learners	27	27	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	47	71
	Economically Disadvantaged	24	49	81
	Students With Disabilities	0	44	56
	English Language Learners	9	20	42
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	62	83
	Economically Disadvantaged	24	43	79
	Students With Disabilities	27	25	56
	English Language Learners	11	44	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	47	74
	Economically Disadvantaged	17	45	70
	Students With Disabilities	20	19	44
	English Language Learners	0	22	44

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	79	88
	Economically Disadvantaged	31	53	78
	Students With Disabilities	29	47	63
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	43	67
	Economically Disadvantaged	6	25	61
	Students With Disabilities	12	16	29
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	60	63
	Economically Disadvantaged	66	78	89
	Students With Disabilities	5	33	53
	English Language Learners	17	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	40	65
	Economically Disadvantaged	20	34	58
	Students With Disabilities	31	33	47
	English Language Learners	0	0	33

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	55	68
	Economically Disadvantaged	47	51	63
	Students With Disabilities	25	30	41
	English Language Learners	0	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	49	63
	Economically Disadvantaged	23	33	58
	Students With Disabilities	19	24	44
	English Language Learners	20	0	20
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	64
	Economically Disadvantaged	0	0	52
	Students With Disabilities	0	0	100
	English Language Learners	0	0	25

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	43	33		44	71		33				
ELL	50			50							
HSP	53			60							
MUL	50			58							
WHT	73	68	62	73	64	50	63				
FRL	64	50	45	67	75		51				
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	31	53	61	37	51	57	19				
ELL	45	31		50	35	9					
HSP	42	28	10	52	40	20	67				
MUL	63	70		67	60						

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	59	52	62	60	56	37	51				
FRL	54	47	53	53	49	31	39				
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	26	27	32	43	36	33	46				
ELL	33			47							
ASN	90			90							
HSP	53	48		66	66		38				
MUL	44	36		78	73						
WHT	62	52	39	73	68	57	76				
FRL	55	52	46	67	65	57	55				

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	96
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Trends that can be noticed while analyzing performance data indicate a need for progress monitoring of all students to support acceleration. Specific subgroups that require attention are: ELL, Hispanic, Students with Disabilities, Economically Disadvantaged Students and White Students.

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

The component with the greatest area in need of improvement based on 2019 FSA data was the learning gains in Math for the Lowest 25th Percentile; the State was 51% and Garden was 35% (-16%).

Based on 2019 assessment data, ELL and Hispanic subgroups demonstrate the greatest need for improvement.

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

The factor that may have contributed to the decline experienced in the performance of the Math Lowest 25th Percentile score in 2019 was limited support/staff allocated to provide supplemental support to children in need of intervention.

New action that would need to be taken to address the need for improvement would include:

- Teacher planning focused on academic standards
- Task alignment to Standards and Test Specifications
- Additional academic learning opportunities for students in "WIN" blocks, especially for ELL and Hispanic subgroups
- Grade Level CPT focus on the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision-making MTSS
- The Master Schedule and School Service Models designed to support a continuum of services to support acceleration for all students.

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

The area that showed the greatest improvement from the 2019 state assessments to the 2021 state assessments was Math Learning Gains of the lowest 25th percentile from 35% to 61% (+26%).

Our total points earned increased by 70 points from 2019 to 2021, from 369 (C) to 439 (A).

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

The factors and actions that may have contributed to the improvement include:

- Emphasis made on high quality Tier I Instruction in all content areas
- Emphasis on implementation of PBIS, school-wide
- Emphasis on establishing and maintaining positive relationships as a school community and with all stakeholders
- Teacher planning focus on academic standards and task alignment
- Use of research-based state and district approved curriculum resources
- Additional learning opportunities for all during daily K-5 "WIN" blocks
- The use of researched based interventions designed to meet students at their instructional level.

(LLI and

Sarasota Numeracy Initiative)

- Certified teachers contracted to provide supplemental instructional support K-5
- ESOL teacher allocations were used to enhance progress monitoring efforts and to provide supplemental intervention and instruction based on progress monitoring data, one less teacher unit is available for 21-22
- Direct instruction provided to support Social Emotional Learning on specials rotation for K-2
- Grade Level CPT focus on the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision-making MTSS

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

In addition to the factors listed in "section e", the following strategies will be implemented in 21-22:

- Progress Monitor students with use of district provided data collection tool and support from Elementary Specialists
- Increased collaboration within grade level teams to enhance instruction provided during K-5 "WIN" Blocks to support acceleration for all, enrichment, instruction and intervention
- Direct instruction provided to support Social Emotional Learning on specials rotation for K-2 and 3-5
- Additional funding provided to contract services of certified teachers to support acceleration for all

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.

Teachers and paraprofessionals will receive training in intervention resources including:

Benchmark Advance Phonics Intervention Kit
 Leveled Literacy Intervention Resource Kits
 GLoSS and Sarasota Numeracy Initiative
 Running Records
 MTSS and Decision Trees to guide intervention

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

The following services will be provided to support sustainability of improvement:

- Emphasis on high quality instructional in all content areas at all grade levels
- Support and guidance to support implementation of MTSS
- Emphasis on school-wide implementation of PBIS
- Add SEL to specials rotation for grades 3-5
- Additional allocation of behavior specialist
- Emphasis on establishing and maintaining positive relationships as a school community and with all

stakeholders

- Contract services of certified teachers to enhance progress monitoring efforts
- Research-based resources to support acceleration in ELA and Math
- Continuation of Progress Monitoring Team

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on student performance data from the 2021 FSA, math focus areas for the 2021-22 school year will include Math Achievement, Math Learning Gains and Math Lowest 25th Percentile Learning Gains.
Measurable Outcome:	<p>By the end of the 2022 school year:</p> <p>the percentage of students demonstrating math achievement by scoring a 3 or higher on the FSA will increase from 70% to 72%.</p> <p>the percentage of students demonstrating Math Learning Gains on the FSA will increase from 68%% to 72%.</p> <p>the percentage of students making gains in Math Lowest 25th Percentile will increase from 61% to 65%.</p> <p>Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting all students.</p>
Monitoring:	<p>School-wide common assessments will be administered three times during the school year. Students will be placed in intervention groups that will focus on presenting material at their instructional level. Data will be collected and entered in a PM spreadsheet.</p> <p>Garden's Progress Monitoring Team will meet weekly to review all data and make suggestions concerning any adjustments that need to be made. District created progress monitoring spreadsheets and a Data Wall will be used to provide a visual aid for the team to discuss student Interventions and progress.</p>
Person responsible for monitoring outcome:	Amy Archer (amy.archer@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Follow District PD, Instructional Plans and Pacing Guides (GPS)</p> <p>Standards-Based Lesson Planning</p> <p>Learning Intentions & Success Criteria</p> <p>Teacher Clarity</p> <p>Question Complexity & Task Alignment</p> <p>Progress Monitoring</p> <p>MTSS Process</p> <p>WIN Block (WIN = What Individuals Need)</p> <p>Sarasota Numeracy Initiative</p> <p>Dreambox, Grade 5</p>
Rationale for Evidence-based Strategy:	<p>Academic standards call for teachers to design rigorous and culturally relevant lessons that require students to use critical thinking skills to solve complex problems.</p> <p>Garden staff will participate in and apply strategies gained from district professional development and collaboratively plan to implement high quality instruction that is aligned to the state adopted academic standards.</p> <p>Maximizing Math Mentality, iReady, and the Sarasota Numeracy Initiative will be the instructional resources used for math during the 2021-22 school year.</p>

In addition to the time reserved for core math instruction, each grade level has a designated "WIN" block. Student performance data will be analyzed to structure grade level "WIN" blocks to provide students with additional learning opportunities at their instructional level in math.

Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting students.

Action Steps to Implement

1. The Master Schedule and School Service Models were designed to support a continuum of services to meet the needs of all students.
2. Grade level collaborative planning efforts will follow the MTSS process to guide data-based problem solving and decision making for supporting all students.
3. Common grade level assessments will be administered to support ongoing instructional planning and progress monitoring for all students. The structure of the math block and the supplemental support offerings designated for the grade level WIN block (WIN = What Individuals Need) will be adjusted according to student performance data in math.
4. Progress monitoring efforts and actions associated with this focus area will be implemented on a continuous cycle to support accomplishment of School Improvement Plan (SIP) goals, as well as, Individual Professional Development Plan (IPDP) goals.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus	Based on student performance data from the 2021 FSA, the ELA focus areas for the 2021-22 school year will include ELA Achievement, ELA Learning Gains and ELA Lowest 25th Percentile Learning Gains.
Description and Rationale:	
Measurable Outcome:	<p>By the end of the 2022 school year:</p> <p>the percentage of students demonstrating ELA achievement by scoring a 3 or higher on the FSA will increase from 69% to 73%.</p> <p>the percentage of students demonstrating ELA Learning Gains on the FSA will increase from 62% to 66%.</p> <p>the percentage of students making gains in ELA Lowest 25th Percentile will increase from 50% to 54%.</p> <p>Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting all students.</p>
Monitoring:	<p>School-wide common assessments will be administered three times during the school year. Students will be placed in intervention groups that will focus on presenting material at their instructional level. Data will be collected and entered in a PM spreadsheet.</p> <p>Garden's Progress Monitoring Team will meet weekly to review all data and make suggestions concerning any adjustments that need to be made. A Data Wall will be used to provide a visual aid for the team to discuss student Interventions and progress.</p>
Person responsible for monitoring outcome:	Amy Archer (amy.archer@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Follow District PD, Instructional Plans and Pacing Guides (IFGs)</p> <p>Reading Recovery Teacher</p> <p>Literacy Lessons Teacher</p> <p>Standards-Based Lesson Planning</p> <p>Learning Intentions & Success Criteria</p> <p>Teacher Clarity</p> <p>Question Complexity & Task Alignment</p> <p>Progress Monitoring</p> <p>MTSS Process & Decision Trees</p> <p>WIN Block (WIN = What Individuals Need)</p> <p>Leveled Literacy Intervention Kits</p> <p>Heggerty</p> <p>Benchmark Advance Phonics Intervention Kits</p> <p>Academic standards call for teachers to design rigorous and culturally relevant lessons that require students to</p> <p>use critical thinking skills to comprehend complex text.</p>
Rationale for Evidence-based Strategy:	Garden staff will participate in and apply strategies gained from district professional development and collaboratively plan to implement high quality instruction that is aligned to the state adopted academic standards.

SCS IFGs, iReady, Reading Recovery and Literacy Lessons the will be the instructional resources used for ELA during the 21-22 school year.

In addition to the time reserved for core ELA instruction, each grade level has a designated "WIN" block. Student performance data will be analyzed to structure grade level "WIN" blocks to provide students with additional learning opportunities at their instructional level in ELA.

Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting students.

Action Steps to Implement

1. The Master Schedule and School Service Models were designed to support a continuum of services to meet the needs of all students.
2. Grade level collaborative planning efforts will follow the MTSS process to guide data-based problem solving and decision making for supporting all students.
3. Common grade level assessments will be administered to support ongoing instructional planning and progress monitoring for all students. The structure of the ELA block and the supplemental support offerings designated for the grade level WIN block (WIN = What Individuals Need) will be adjusted according to student performance data in ELA.
4. Progress monitoring efforts and actions associated with this focus area will be implemented on a continuous cycle to support accomplishment of School Improvement Plan (SIP) goals, as well as, Individual Professional Development Plan (IPDP) goals.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on student performance data from the 2021 FSSA, Science Achievement is an area of focus for the 2021-22 school year.
Measurable Outcome:	<p>By the end of the 2022 school year, Science achievement will increase from 59% to 64%</p> <p>Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting all students.</p>
Monitoring:	District-wide common benchmark assessments will be administered during the school year in grades 3-5 to support progress monitoring efforts. Common grade level assessments will be administered to support ongoing instructional planning and progress monitoring for all students. The structure of the Science block and the supplemental support offerings designated for the grade level Science Lab may be adjusted according to student performance data (Gr. 3-5) to address the areas of concern.
Person responsible for monitoring outcome:	Amy Archer (amy.archer@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Follow District PD, Instructional Plans and Pacing Guides</p> <p>Standards-Based Lesson Planning</p> <p>Learning Intentions & Success Criteria</p> <p>Teacher Clarity</p> <p>Question Complexity & Task Alignment</p> <p>Progress Monitoring</p> <p>WIN Block (WIN = What Individuals Need)</p> <p>Science Benchmark Assessments (Gr. 3, 4 and 5)</p> <p>Academic standards call for teachers to design rigorous and culturally relevant lessons that require students to use critical thinking skills to solve complex scientific problems.</p> <p>Garden staff will participate in and apply strategies gained from district professional development and collaboratively plan to implement high quality instruction that is aligned to the state adopted academic standards.</p>
Rationale for Evidence-based Strategy:	<p>Saavas Science curriculum will be the instructional resource used for Science during the 2021-22 school year.</p> <p>In addition to the time reserved for core science instruction, each grade level goes to the Science Lab as a part of the Specials rotation. Staff are expected to follow the SCS grade level pacing guides to support alignment of classroom and lab instruction.</p> <p>Grade level teams will be encouraged to use collaborative planning opportunities to guide data-based problem solving and decision making for supporting students in the area of Science.</p>

Action Steps to Implement

1. Grade level collaborative planning efforts will follow the MTSS process to guide data-based problem solving and decision making for supporting all students.
2. Common grade level assessments will be administered to support ongoing instructional planning and progress monitoring for all students. The structure of the Science block and the supplemental support offerings designated for the grade level Science Lab may be adjusted according to student performance data.
3. District benchmark assessments will be administered in grades 3-5. Time will be spent during grade level collaborative planning time to review student performance data and develop action plans to respond to areas of need.

All instructional staff who teach science will be responsible for action steps listed above. Progress Monitoring Team Members and Administration will also be responsible for monitoring action steps associated with this goal area.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

The 2019 ESSA data indicates the English Language Learner subgroup is an area of focus for the 2021-22 school year.

Measurable Outcome:

By the end of the 2022 school year, The ESSA English Language Learner subgroup will increase from 37% to 42%

Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting all students. Students who are included in the ESSA ELL subgroup will be identified on the grade level progress monitoring spreadsheets.

Monitoring:

In addition to high quality core instruction from ESOL endorsed staff, students in the ESSA ELL subgroup may receive supplemental support during the daily WIN Block from the ESOL Interventionist. A waiver was submitted and approved for an ESOL Interventionist for the 21-22 school year. This instructional unit will be used to monitor the performance of students who are included in the ESSA ELL subgroup. This instructional unit will also be used to provide supplemental instruction and/or intervention to students whose performance data indicates a need for remediation in ELA and Math.

Person responsible for monitoring outcome:

Amy Archer (amy.archer@sarasotacounty schools.net)

Evidence-based Strategy:

The Multi-Tiered Systems of Support (MTSS) process will be followed to guide data-based problem solving and decision making for supporting ELL students. Research-based instructional resources and strategies will be used to provide supplemental instruction/ intervention to students who are included in the ESSA ELL subgroup.

Academic standards call for teachers to design rigorous and culturally relevant lessons that require students to use critical thinking skills to comprehend complex text.

Rationale for Evidence-based Strategy:

Garden staff will participate in and apply strategies gained from district professional development and collaboratively plan to implement high quality instruction that is aligned to the state adopted academic standards.

LLI & The Sarasota Numeracy Initiative will be the instructional resources used to provide supplemental support to students in the ESSA ELL subgroup during the 2021-22 school year.

In addition to the time reserved for core instruction, each grade level has a designated "WIN" (What Individuals Need) block. Student performance data will be analyzed to structure grade level "WIN" blocks to provide ELL students with additional learning opportunities at their instructional level in ELA and Math.

Action Steps to Implement

1. The assessments below will be administered to accurately and reliably determine each child's instructional level in Reading and Math:

Benchmark Assessment System (BAS) or Benchmark Advance Phonics Intervention Kit Assessment
Global Strategy Stage Assessment Strategy Screener (GLoSS)

2. Leveled Literacy Intervention (LLI) kits, Benchmark Advance intervention kits and resources from the Sarasota Numeracy Initiative will be used to provide instruction/intervention and monitor progress.

3. Student ELA and Math performance data from instruction that occurs in the WIN block will be shared with homeroom teachers on a weekly basis.

4. Student performance data, instructional efforts and actions associated with this focus area will be discussed at weekly Progress Monitoring Team Meetings.

The ESOL Interventionist and ESOL Paraprofessional will be responsible for implementing each action step listed above.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

#5. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

The 2019 ESSA data indicates the Hispanic subgroup is an area of focus for the 2021-22 school year.

Measurable Outcome: By the end of the 2022 school year, The ESSA sub group for Hispanic Learners will increase from 39% to 44%.

Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision making for supporting all students. Students who are included in the ESSA Hispanic subgroup will be identified on the grade level progress monitoring spreadsheets.

Monitoring: In addition to high quality core instruction from certified staff, students in the ESSA Hispanic subgroup may receive supplemental instructional support during the daily WIN Block. In addition to grade level teachers, the ESOL interventionist will monitor the performance of students who are included in the ESSA Hispanic subgroup. Research-based instructional resources and strategies will be used to provide supplemental instruction/intervention to students who are included in the ESSA Hispanic subgroup, when needed.

Person responsible for monitoring outcome:

Amy Archer (amy.archer@sarasotacountyschools.net)

Evidence-based Strategy:

The Multi-Tiered System of Supports (MTSS) process will be followed to guide data-based problem solving and decision making for supporting Hispanic students. Research-based instructional resources and strategies will be used to provide supplemental instruction/intervention to students who are included in the Hispanic subgroup, when needed.

Rationale for Evidence-based Strategy:

Garden Elementary ESSA's Hispanic Learners sub group performance data indicates that improvement is needed reaching ESSA proficiency. Garden's proficiency is 39% which is less than the ESSA standard of 41%.

Action Steps to Implement

1. The assessments below will be administered to Hispanic students performing below level to accurately and reliably determine each child's instructional level in Reading and Math: Benchmark Assessment System (BAS) or Benchmark Advance Phonics Intervention Kit Assessments Global Strategy Stage Assessment Strategy Screener (GLoSS)
 2. Leveled Literacy Intervention (LLI) kits Benchmark Advance Interventions kits and resources from the Sarasota Numeracy Initiative will be used to provide instruction/intervention and monitor progress for Hispanic students in need of supplemental instruction.
 3. Student ELA and Math performance data from instruction that occurs in the WIN block will be shared with homeroom teachers on a weekly basis.
 4. Student performance data, instructional efforts and actions associated with this focus area will be discussed at weekly Progress Monitoring Team Meetings.
- The ESOL Interventionist and ESOL Paraprofessional will be responsible for implementing each action step listed above.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

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.

According to the SafeSchoolsforAlex.org data, Garden Elementary School reported .4 incidents/100 students, a low state ranking. This rate is less than the statewide elementary school rate of 1 incident/100 students. There were no violent or property incidents at Garden. There were 2 incidents of Drug or Public Order incidents involving adults in the community (not Garden families).

Garden's total suspension rate per 100 students was categorized as very low for the 2019-2020 school year. Garden had 7 incidents of suspension involving 4 students. However, if there are less than 10 suspensions the state suppresses the data it reports. The state reported a range of 0-55/100 students. We will continue to monitor the instructional practice specifically related to students with one or more suspensions.

This year all elementary schools received an additional staffing allocation of a behavior specialist to support MTSS/PBIS. The behavior specialist will serve in a leadership role to enhance implementation of PBIS at Garden Elementary. They will lead the PBIS Committee, which consists of one teacher representative from each grade level team and specials. The PBIS committee will meet monthly to review implementation of PBIS initiatives and discuss school-wide behavior data.

Grade level collaborative planning efforts will follow the MTSS process to guide data-based problem solving and decision making for supporting all students with social, emotional and behavioral needs. SWST and CARE meetings will be conducted to assist with problem solving efforts. Individualized instruction and intervention will be provided to students who exhibit warning signs or behaviors of concern in a proactive and responsive manner, i.e., daily behavior check-ins, family meetings, referrals for counseling or mental health therapy.

Student data indicated a need for direct instruction in citizenship and proactive problem-solving skills. Classroom teachers implement PBIS and incorporate citizenship into their daily instruction. Our morning news program, KNN, is used to provide daily instruction and reminders aligned to PBIS and civility squad traits. Our school counselor is a part of our Specials rotation offering K-5 children instruction for 55 minutes every 6 days to enhance their social, emotional and behavioral development.

Garden has an Emotional Behavior Disability (EBD) program, serving students from Venice-area elementary schools. An intentional effort has been made to refine and enhance the EBD Program at Garden Elementary. We will continue to have an intentional focus on defining our program and the services we provide to the students enrolled in the program. Our goal is to build a program that supports staff and children so we can maintain the instructional momentum for students whose primary exceptionality is behavior oriented.

A behavior specialist and a behavior tech aide have been allocated to Garden to support the EBD Program. The EBD Program staffing consists of 3 ESE Teachers and 3 SSP7 Paraprofessional Aides. In addition to the smaller class size and increased adult-to-student ratio, students in this program receive supplemental support and instruction to promote acceleration with academic and behavior standards. A daily social/emotional learning block has been built into the daily schedule for all classrooms in the EBD Program. All students have Counseling As A Related Service (CAARS) included in their IEP. All students are referred for Mental Health Therapy. Ongoing training and support from the behavior specialist assists teachers and paraprofessionals with implementation of research-based behavior interventions. Weekly team meetings are hosted by the behavior specialist to support a proactive, collaborative and collegial working environment for the EBD staff.

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.

Maintaining a positive school culture and environment is a priority at Garden Elementary. All staff and stakeholders are responsible for working to maintain a positive school culture and environment.

Efforts are initiated by administrators to obtain feedback from staff to help provide support in areas in need of attention. Once feedback is provided, actions are taken to respond to areas in need of attention in a timely manner. Requests for instructional resources, classroom materials and professional development are fulfilled in a timely manner. Staff support one another with professional and personal needs. Our school is a family and actions are taken to ensure support is offered in times of need.

Team leader meetings are opened with each representative sharing something that they are proud of and wish to have recognized by the group. Taking time to celebrate our success and hard work is prioritized.

Grade level teams work in a collaborative and collegial manner to support instructional and social emotional needs of the students they serve. SWST and CARE meetings are conducted to assist with problem solving efforts to meet student needs.

The Civility Squad traits have been incorporated into our school-wide PBIS. Classroom teachers implement PBIS and incorporate citizenship into their daily instruction. Our morning news program, KNN, is used to provide daily instruction and reminders aligned to PBIS and civility squad traits. Our school counselor is a part of our Specials rotation offering K-5 children instruction for 55 minutes every 6 days to enhance their social, emotional and behavioral development.

Our PBIS committee promotes a positive school culture by planning and promoting initiatives for students and adults to be recognized and rewarded. Some examples of the activities that are planned for the 21-22 school year include monthly grade level PBIS celebrations, quarterly awards, t-shirt Tuesday, and monthly PBIS drawings at staff meetings. Every month a student from each class will have an opportunity to vend a book from our book vending machine by demonstrating positive citizenship and the civility squad traits.

The Garden Sunshine Committee representative hosts a secret pal program for staff, plans social events, sends cards/well wishes and coordinates monthly snacks/treats in the staff lounge to promote a positive school environment.

An emphasis has been made for staff to focus on maintaining positive relationships with staff, students, parents and community. Teachers and staff are encouraged to maintain ongoing, open, honest and positive

communication with families. A variety of methods are used for communication: Face to Face Meetings, Zoom Meetings, Email, Telephone, Text, etc.

Instructional staff will be asked to complete a minimum of two contacts with each student's family during the school year. The focus of the contact should be to celebrate student success, review academic, behavioral and attendance goals and the progress that has been made toward goal accomplishment and to seek input/support from the parent/guardian to support goal accomplishment.

Agenda books and Garden "Green Folders" are used to support home to school communication. Classroom newsletters, graded student work and student progress reports are examples of items that are exchanged a minimum of one time each week for all students.

Parents and community members are included in the SAC.

Garden Elementary has a very committed and active Parent, Teacher, Student Organization (PTSO). Parents, teachers and students are encouraged to participate in the PTSO. Each team has a representative that participates in the monthly PTSO meetings. All funds raised by the PTSO support Garden Elementary. Special fundraisers are held to raise funds for scholarships that are awarded to Garden Elementary Alumni when they graduate from high school. The PTSO provides support for a variety of school-based initiatives and programs.

Classroom teachers are awarded a \$100 allocation from the PTSO each year. Administration and PTSO leaders solicit Business Partnerships to help support classroom and school needs. PTSO leaders seek donors to support their \$100 "Adopt A Class" Initiative. Our adoption rate is typically 100% by the end of the first semester. The PTSO also sponsors staff appreciation festivities throughout the year.

The Garden Elementary School Web Page, Facebook Page and the Community Engagement Parent Link are used to celebrate and share school events, updates and successes.

#gussyupGarden is an initiative in place to focus on improvements within our facility to enhance the physical environment of our campus.

It truly is GREAT to be a Garden Gator!

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

Creating a positive culture and environment starts with the administration at Garden Elementary School. The principal, Amy Archer, and assistant principal, John Carey, promote collaborative and collegial interactions with all stakeholders at Garden Elementary.

The PBIS committee is focused on promoting a positive culture with students, teachers, staff and parents.

21-22 PBIS committee:

Jessica Anderson- MTSS Behavior Specialist, PBIS Co-Chairperson

Kendall Toland-EBD Behavior Specialist, PBIS Co-Chairperson

Tina Jones, Kindergarten

Jennifer Kingsbury, Grade 1

Paige McGath, Grade 2

Lori Kern, Grade 3

Kelly Lile, Grade 4

Kim Sweiderk, Grade 5

Jessica Lattanzio-Cox, School Counselor

Brandi Welge-Sunshine Chairperson

All staff play a role to promote a positive culture within their department, with parents, students and in the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math					\$26,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100		0381 - Garden Elementary School	Other		\$24,000.00	
			Notes: K-5 Academic Intervention in Math				
	5100	519-Technology-Related Supplies	0381 - Garden Elementary School	Other		\$2,500.00	
			Notes: Math Instructional Software Program for Grade 5 (Dreambox)				
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$42,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100		0381 - Garden Elementary School	Other		\$23,000.00	
			Notes: K-5 Academic Intervention in ELA				
	5100	510-Supplies	0381 - Garden Elementary School			\$19,800.00	
			Notes: Research-based PD & Resources for ELA (LLI & BAS)				
3	III.A.	Areas of Focus: Instructional Practice: Science					\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners					\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Hispanic					\$0.00
Total:						\$69,300.00	