

Polk County Public Schools

# Garden Grove Elementary School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Garden Grove Elementary School

4599 CYPRESS GARDENS RD, Winter Haven, FL 33884

<http://www.polk-fl.net/gardengrove>

## Demographics

**Principal: Laura Neidringhaus**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (52%) 2018-19: C (53%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Garden Grove Elementary School

4599 CYPRESS GARDENS RD, Winter Haven, FL 33884

<http://www.polk-fl.net/gardengrove>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	60%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Believing all children can learn, we will work together in a safe and caring environment, guiding each individual toward lifelong learning and responsible productive citizens.

**Provide the school's vision statement.**

The vision of Garden Grove Elementary is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential by providing an environment where all children feel loved, respected, and encouraged to reach their full potential.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Neidringhaus, Laura	Principal	<p>The primary focus of the principal is being the instructional leader at the school. Planning is a focus point, with monitoring implementation of B.E.S.T. Benchmarks, and serving as a coach for teachers and students to increase the level of proficiency of all students. The Leadership team will focus on the three described in the School Improvement Plan.</p>
		<p>The Leadership team will review all progress monitoring data such as STAR Literacy, STAR Early Literact, STAR Math, FAST, iStation, Freckle, Accelerated Reader, Smarty Ants, Formative and Summative Assessments, and MTSS data.</p>
		<p>The role of the principal will include leading the School-Based Leadership Team. This role will include scheduling and facilitating meetings, assigning roles, monitoring the implementation of initiatives identified by the school-based leadership team.</p>
		<p>The role of the principal will be to monitor student and staff data to assist in the decision-making process based on academic needs, instructional practices, student engagement, and discipline.</p>
		<p>The principal will continue to be the instructional leader and work with teachers during weekly Professional Learning Conversations, planning, and professional development.</p>
		<p>Being an active community member, the principal will serve as the communicator with all stakeholders to build and maintain relationships inside and outside the school setting.</p>
Gavin, Jessica	Assistant Principal	<p>The Assistant Principal will focus on Exceptional Student Education (ESE) compliance and implementation of ESE and 504 plans. In addition, the Assistance Principal will assist the Principal with the facilitator of School-Based Leadership Team meetings.</p>
		<p>The Assistant Principal will monitor discipline and the implementation of PBIS schoolwide to decrease the number of discipline referrals and out-of-school suspensions.</p>
		<p>The Assistant Principal will monitor grade reporting and attendance.</p>
Greene, Stephanie	Other	<p>Works with small groups of students who have been identified with a reading deficit. Will assist the implementation of the new Corrective Reading resources in grades 3-5.</p>

Name	Position Title	Job Duties and Responsibilities
Riggeal, Susan	Instructional Coach	The literacy coach will work with teachers by providing resources, providing input during collaborative planning, reviewing data, and assisting with using the Learning Arc Framework for planning. The coach will also work with identified teachers through the coaching cycle. The coach will collect data to share with the school-based leadership team to help guide decision making to assist with the alignment of task to benchmark and ensure all students have equivalent learning experiences.
Seda, Marielisa	School Counselor	<p>The school counselor will work on social and emotional goals with students, along with strategies to implement those goals during academic times. In addition, the school counselor will coordinate with parents and all stakeholders to provide resources and strategies to help students meet grade-level expectations.</p> <p>The school counselor will coordinate with teachers to help implement PBIS strategies with all students. They will also coordinate the implementation of Sanford Harmony to assist with social-emotional learning.</p>

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Laura Neidringhaus

**Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

42

**Total number of students enrolled at the school**

713

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

2

#### Demographic Data

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	98	112	106	89	86	103	0	0	0	0	0	0	0	594
Attendance below 90 percent	42	41	31	29	23	32	0	0	0	0	0	0	0	198
One or more suspensions	0	7	10	11	19	22	0	0	0	0	0	0	0	69
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 2022 statewide FSA ELA assessment	0	0	0	38	31	19	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	44	27	17	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	56	104	88	86	102	0	0	0	0	0	0	0	436

Using the table above, complete the table below with the number of students by current grade level who have 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	17	20	17	27	53	0	0	0	0	0	0	0	134

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	8	13	31	7	11	0	0	0	0	0	0	0	75
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Sunday 8/21/2022

**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	93	114	83	84	89	87	0	0	0	0	0	0	0	550
Attendance below 90 percent	25	34	15	11	24	24	0	0	0	0	0	0	0	133
One or more suspensions	2	3	2	6	7	16	0	0	0	0	0	0	0	36
Course failure in ELA	6	22	11	21	4	15	0	0	0	0	0	0	0	79
Course failure in Math	8	13	2	25	2	8	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	26	26	31	24	32	29	0	0	0	0	0	0	0	168

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	7	9	15	18	0	0	0	0	0	0	0	58

**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	2	10	2	2	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	3	3	2	2	3	5	0	0	0	0	0	0	0	18

**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	93	114	83	84	89	87	0	0	0	0	0	0	0	550
Attendance below 90 percent	25	34	15	11	24	24	0	0	0	0	0	0	0	133
One or more suspensions	2	3	2	6	7	16	0	0	0	0	0	0	0	36
Course failure in ELA	6	22	11	21	4	15	0	0	0	0	0	0	0	79
Course failure in Math	8	13	2	25	2	8	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	26	26	31	24	32	29	0	0	0	0	0	0	0	168

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	7	7	9	15	18	0	0	0	0	0	0	0	58

**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	2	10	2	2	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	3	3	2	2	3	5	0	0	0	0	0	0	0	18

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	47%	56%				53%	51%	57%
ELA Learning Gains	56%						53%	51%	58%
ELA Lowest 25th Percentile	48%						45%	49%	53%
Math Achievement	49%	42%	50%				62%	57%	63%
Math Learning Gains	72%						59%	56%	62%
Math Lowest 25th Percentile	64%						49%	47%	51%
Science Achievement	36%	49%	59%				52%	47%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	52%	-3%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-49%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	47%	4%	56%	-5%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	56%	12%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	45%	56%	-11%	64%	-19%
Cohort Comparison		-68%				
05	2022					
	2019	65%	51%	14%	60%	5%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	45%	3%	53%	-5%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	35		22	48		44				
ELL	27	65		28	63		27				
BLK	25	40	35	26	58	58	17				
HSP	40	62	36	43	73	67	32				
WHT	54	63	75	66	79		49				
FRL	34	51	39	42	73	63	22				

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	12	38	30	27	23		15				
ELL	39			36							
BLK	22	39		27	33		18				
HSP	42	41		41	56		28				
WHT	50	36		65	47		47				
FRL	40	47	40	43	45	30	38				
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	33		31	43	36	27				
ELL	20	50		40	50	50					
BLK	30	44	41	36	38	41	6				
HSP	49	54		57	54	55	64				
MUL	64			91							
WHT	64	56	45	74	67	57	60				
FRL	44	51	45	51	54	50	42				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

We continue to see low proficiency in all subject areas across all grade levels. Our SWD (-33%) and Black (-37%) students have consistently stayed below 41% for 3 years based on STAR results and FSA scores in ELA. In Math our SWD, ELL, Black, and Hispanics data showed a slight decrease in the levels of proficiency.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

SWD and Black subgroups are below the 41% Federal Index range. In comparison to the FSA all subgroups have stayed below the 41% from the 22 FSA level compared to the STAR Spring Scores of 2022. The greatest need for improvement is still overall proficiency in all content areas.

#### 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 contributing factors continue to be vocabulary deficits when entering school, language acquisition skills, and teachers unable to discern how to meet children where they are instructionally while also giving them on grade level content to help accelerate learning. The balance is difficult and requires true mastery of teaching. Teachers must fully embrace the understanding of differentiation, meeting children where they are with their current skill level. Teaching students on grade level in a way that struggling readers can succeed without frustration, while building a risk free environment for learning will be the goal. There will be a strong emphasis in K-2 with language acquisition skills, measuring consistently for sight word mastery, fluency, listening, and speaking skills in order to produce readers on grade level at the end of each academic year. (Focal points: Tier one-Core Instruction, differentiation of instruction, all sub-groups-with an emphasis on Blacks and SWD, target/task alignment, Learning Arc Framework planning, Corrective Reading in 3-5, Write Score in grades 3-5 and Success Criteria ranges.)

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When looking at FSA 2022 Data compared to Spring STAR 2022 5th grade Math showed the most improvement, ELL's went from 35% to 63%, SWD- 40% to 48%, Black-53% to 58%, White-70% to 79%, and Hispanic 65% to 73%.

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

Small group instruction with push in support by coaches and para's, ESE and ELL personnel support was fully implemented within the classrooms for small group instructional support. After-school tutoring data showed that some/most of those students showed an increase, bump, in their STAR data. We pushed into the classrooms to support learning and also had after school tutoring in 5th grade math.

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

There will be a concentration on Core Instruction (Tier 1) that focuses on teaching all students with on grade level materials and standards based instruction. Students will be working on tasks that are on level and provided scaffolding, as needed. Additionally, students who can work beyond the grade level minimum DOK, will be given opportunities to extend their thinking or produce at a higher taxonomy level. Strategies include open-ended tasks, varied questioning and response techniques, and a variety of products/tasks. Marzano's Top 5 strategies will also be focused on during planning to ensure higher levels of academic engagement. (Extended Thinking, Vocabulary in Context, Summarization, Advanced Organizers, and Non-Verbal Representations) Teachers will also focus on how their planning for instruction actually matches their delivery of instruction (Learning Arc Framework.) This will be based on coaching and observation feedback with Leadership Team to help monitor this goal with fidelity and consistency within the classroom.

**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 will receive additional training in bby math, (visual math, open ended, higher order processing in math, supports Marzano's Top 5), Words their Way, Write Score, Corrective Reading Training (grades 3-5), LLI training, and PBIS. PLC work will include Learning Arc Framework, 3 Read strategies such as 3 Read Protocol, conferencing, student work samples, collaborative planning.

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

Sessions with grade level teams as well as vertical team planning sessions to go over Learning Arcs. Leadership Team will observe, give feedback, coach, and support teachers.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

We will increase our instructional practice in order to specifically provide standards aligned instruction to all students. This data will be based on their performance on STAR, formatives, and the FSA from 21-22 data. All students will receive grade level standards-based instruction to improve student achievement in core content areas, along with additional scaffolding to meet the needs of each learner based on their specific skill set.

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our current STAR data shows that our overall need for increasing reading proficiency must be done with pervasive skills based instruction during whole group and small group instruction with fidelity checks in fluency and comprehension weekly. Our overall proficiency levels demonstrate the need to have students reading on level and be able to analyze the content in order to increase student achievement levels in all grade levels. Previously, students received instruction that was misaligned, or content was not delivered as planned to the intent and rigor of the grade level standard. Tasks were also below level or not aligned to the proper DOK level in order to increase student thinking or comprehension. In 2021-2022, 58% of students in ELA scored a LLevel 1 or 2, and 51% of the students scored a Level 1 or 2 in Math, with 64% scoring a level 1 or 2 in science. Two of the ESSA subgroups (Black and SWD) in 2021-2022 scored below the required 41% Federal Index.

This year, students will be exposed to rigorous instruction through acceleration practices and suggestions. The focus will be on Instructional Planning (Learning Arc) that truly aligns standards with tasks and intended outcomes so students can reach proficiency in all core content areas.

(\*147 students of Garden Grove's population is new this year based on relocation from Lake Elbert Elementary.)

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of instructional practice focused on standards aligned instruction, at minimum 47% of students will earn a level 3, 4, or 5 on the state reading assessment, 54% of students will earn a level 3, 4, or 5 on the state math assessment; 41% of students in 5th grade will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum 41% overall. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools.

(\*147 students of Garden Grove's population is new this year based on relocation from Lake Elbert-this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes.)

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team (Principal, Assistant Principal, Reading and Math coaches) will monitor teacher delivery of instruction during core instruction and the implementation of small group instruction as designed during collaborative planning. During PLC's the Learning Arc, student samples, K-5 vertical alignment and planning will also ensure that planning is data driven and adjusted based on real time and feedback. Teachers will plan with coaches, utilize current student data, District Curriculum Maps, BEST Standards to plan with fidelity and consistency schoolwide.

**Person responsible for**

Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

**monitoring  
outcome:****Evidence-  
based****Strategy:  
Describe the  
evidence-  
based  
strategy  
being  
implemented  
for this Area  
of Focus.**

The evidence-based strategy that we will continue to use will be the Learning Arc Template to plan which includes the following areas that have been focused on during professional development: target-task alignment, success criteria, teacher prep/student teaming. Additionally through BBY, Words their Way, Write Source, and Corrective Reading Training, small group differentiated instruction will be designed to maximize instruction in Reading, Writing, and Math Skills based on individual student needs.

**Rationale for  
Evidence-  
based****Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this strategy.**

The District is applying the Learning Arc Template to align learning objectives to benchmarks to ensure aligned instruction and equivalent learning experiences to all students. The Leadership team, along with teachers will work through collaborative planning for target-task alignment, success criteria, and student work samples to verify student achievement that aligns with the targeted task and expectation of the task using the Learning Arc Template. Planning with this template will additionally provide laser focus planning on how to align tasks and lessons in order to increase the performance of our ESSA groups. Teachers will keep records of data, instructional review feedback and assessment monitoring to support these strategies and effectiveness.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During PLC's and K-5 Collaborative planning, the Leadership Team will use the Learning Arc Template in order to plan for standards based aligned tasks and adapt lessons based on current data (BBY Math, 3 Read Protocol, PBIS tools, Words their Way, Corrective Reading in Grades 3-5, LLI will also be used.)

**Person****Responsible**

Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: Learning Arc, Words their Way, Corrective Reading, LLI.

**Person****Responsible**

Susan Riggeal (susan.riggeal@polk-fl.net)

K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield math strategies to increase fact fluency and the ability for students to choose a variety of math strategies for problem solving. During planning teachers will focus data driven decisions to plan for instructional delivery to include: BBY math resources, visual tools, technology based programs, and manipulatives to provide the differentiation that is needed.

**Person****Responsible**

Stephanie Greene (stephanie.greene@polk-fl.net)

As a part of increasing student ownership of learning, the Leadership Team will hold Data Chats with students, as well as, work with teachers on creating, maintaining, and analyzing the Student Data Wall. Additionally, the teachers will keep Data Notebooks in order to maintain current assessments and verification of learning for all students. This notebook will also serve as the MTSS notebook for students in order T2/T3 services.

**Person Responsible** Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

In order to increase student achievement in all content areas through small group instruction, we would benefit from hiring additional para's to support working with groups of students during Intervention Time, Tier 2/3, and Core Instruction.

**Person Responsible** Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

iPads will be used to increase student performance using SmartyAnts, Freckle Math, Florida Wonders, and iStation programs in the classroom.

**Person Responsible** Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

Teachers will engage in summer collaborative planning to increase content capacity, work with grade level teams to produce long range and short term planning materials for BEST standards and for test items specs and data analysis.

**Person Responsible** Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021 FSA Federal Index ESSA Data, two subgroups were below the required 41% proficiency range (Blacks and SWD.) Our overall FPPI was 53%, Blacks-37% and SWD-33%. All students will be taught in small groups at their skill level within the intervention blocks by the classroom teachers or push in support personnel. Students will receive on grade level instruction during the core instructional block for acceleration with the intent of closing the learning gaps. (147 of the students at Garden Grove's population is new this year based on relocation from another school-this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes.)

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of instructional practice focused on differentiation in core content areas, at minimum 47% of students will earn a level 3, 4, or 5 on the state reading test and 54% will earn a level 3, 4, or 5 on the state math test; 41% of students in 5th grade will earn a level 3, 4, or 5 on the states science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools.

(147 of the students at Garden Grove's population is new this year based on relocation from another school-this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes.)

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team (Principal, Assistant Principal, Reading and Math Coaches) will monitor teacher delivery of instruction and implementation of small group instruction as designed during collaborative planning. During PLC's, the Learning Arc, student samples, and vertical alignment and planning will also ensure that planning is data driven and adjusted based on real time data and feedback. Teachers will also supply the varied ways they will implement differentiation within Core Instruction, as well as, during small group instruction in order for the Leadership Team to be able to monitor with fidelity and to provide additional coaching as needed. Subgroup data will be discussed and reviewed on a monthly basis with all grade levels using formative assessments and with district progress monitoring tools.

**Person responsible for monitoring outcome:**

Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

The evidence-based strategy that we will use Learning Arc in the following areas: target-task alignment, success criteria, and teaming using the BEST standards. Additionally, through bby Math strategies, Corrective Reading, small group differentiated instruction will be designed to maximize instruction in reading, writing, and math skills based on individual student needs.

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Our District wide Planning Model is the Learning Arc and was chosen in order to improve core and small group instruction using the BEST standards. The Leadership team, along with teachers will work through collaborative planning for target-task alignment, success criteria, and student work samples to verify student achievement that aligns with the targeted task and expectation of the task using the Learning Arc Template. Planning with this model will additionally provide laser focus planning on how to align tasks and lessons in order to increase the performance of our ESSA groups. Teachers will keep records of data and instructional review feedback to support these strategies and effectiveness.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Focusing grade level teams on differentiated small group instructional practices that are aligned to providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension in order to increase proficiency in all subgroups. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: Learning Arc Template, Words their Way, and Corrective Reading.

**Person Responsible** Susan Riggeal (susan.riggeal@polk-fl.net)

Focusing grade level teams on differentiated small group instructional practices that are aligned to providing high yield math strategies to increase fact fluency, usage of a variety of math strategies for problem solving in order to increase proficiency in all subgroups. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: bby math resources, visual tools, technology based programs and manipulatives to provide differentiation that is needed.

**Person Responsible** Stephanie Greene (stephanie.greene@polk-fl.net)

In order to increase student achievement in all content areas through small group instruction, we would benefit from hiring additional para's to support working with groups of students during Intervention Time, Tier 2/3, and Core Instruction.

**Person Responsible** Laura Neidringhaus (laura.neidringhaus@polk-fl.net)

In order to monitor student proficiency in reading specifically as it relates to fluency and comprehension, and instructional reading levels, we will conduct instructional assessments through Dibels during iii time on a daily basis to increase reading fluency. This will provide a weekly fluency check for all students. The Dibels assessment and Florida Wonders placement assessments will also help provide formative data to help monitor progress reading proficiency by grade level expectations.

**Person Responsible** Susan Riggeal (susan.riggeal@polk-fl.net)

In order to monitor student proficiency in reading/writing specifically as it relates to fluency and comprehension, and instructional reading levels, we will use Write Score, Words their Way, Corrective

Reading, and LLI. This will provide resources for small group instruction, differentiation, and Tier 1/2/3 support.

**Person Responsible** Stephanie Greene (stephanie.greene@polk-fl.net)

Students will be assessed for math fact fluency using Freckle math and other paper pencil formatives to increase math fluency in all K-5 classrooms. This will be monitored through Freckle math data.

**Person Responsible** Stephanie Greene (stephanie.greene@polk-fl.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

At Garden Grove Elementary, all students will receive benchmark-based grade-level instruction using the Florida B.E.S.T. Benchmarks. Students will receive instruction aligned to state benchmarks and at the intended rigor to provide equivalent experiences for all students. Foundational skills will be the focus in grades Kindergarten - second to build the necessary foundations of reading so students are prepared for upper grades and increased text complexity.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

At Garden Grove Elementary, all students will receive benchmark-based grade-level instruction to increase students' achievement level in reading. Students will receive instruction aligned to state benchmarks and at the intended rigor. In addition, students will be provided with differentiated instructional interventions that will build on their current instructional level closing the gap in proficiency. According to House Bill 7011 Reading Achievement Initiative for Scholastic Excellence, Garden Grove Elementary meets the criteria as a result of less than 50% of students in grades 3-5 scoring below a level 3 on the 2022 statewide ELA assessment. Based on the 2022 ELA portion of the Florida Standards Assessment, only 42% of students in grades 3-5 were proficient, 56% showed learning gains, and 48%

of our lowest 25% demonstrated learning gains. This data indicates a critical need to improve instructional strategies by implementing aligned tasks to ensure the intended rigor of the benchmark/standard is met.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

Students in grades K-2 will perform at a minimum of 50% overall on progress monitoring. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools.

(\*147 students at Garden Grove's population is new this year based on relocation from another school- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes.)

### **Grades 3-5: Measureable Outcome(s)**

Students in grades 3-5 will perform at a minimum 50% overall on progress monitoring. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools.

(\*147 students at Garden Grove's population is new this year based on relocation from another school- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes.)

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership Team (Principal, Assistant Principal, Reading and Math Coaches) will monitor teacher delivery of instruction during core instruction and the implementation of small group instruction as designed during collaborative planning. During PLC's and planning with teachers, the focus will be around High Quality Early Literacy Instruction such as effective read alouds, reading and writing foundational skills, Words their Way, Corrective Reading Training, LLI Training, Write Score. We will monitor all grade levels in reading fluency rates, high frequency words, vocabulary and comprehension skills regularly through progress monitoring tools, formatives and feedback from teachers during data chats.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Neidringhaus, Laura, [laura.neidringhaus@polk-fl.net](mailto:laura.neidringhaus@polk-fl.net)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Strategies that support research based literacy development would include read-alouds, modeling, graphic organizers , students using their own unique experiences, and opportunities to work with their peers. Research based materials will include the use of Corrective Reading for small group instruction, Accelerated Reader, Florida wonders, Smarty Ants, iStation, Words their Way, LLI, and Write Score. Teachers will emphasize foundational skills such as print concepts, phonological awareness, phonics, word analysis, and fluency.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Through the implementation of these evidence-based strategies, we will increase literacy and writing proficiency when used with fidelity and consistency in the classroom. District led initiatives, along with previously modeled practices and strategies from DOE and the Learning Arc were used as the criteria for selection.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
We will implement a district initiated writing program called Write Score to increase overall writing proficiency in grades 3-5. We will use the program scored writing results to progress monitor student results to provide feedback to teachers, students, and the leadership team to determine strengths and weaknesses to help improve writing scores and writing proficiency. The leadership team will work with teachers to use Write Score's instructional materials to develop lessons and specific feedback to students based on their individual writing tests/samples. The leadership team will also work with the district coach and staff to monitor the program and train on the various aspects of the program as a new tool.	Neidringhaus, Laura, laura.neidringhaus@polk-fl.net
K-5 teachers will utilize classroom library sets during teacher directed instruction during small group time.	Riggeal, Susan, susan.riggeal@polk-fl.net
K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: Learning Arc Template, Write Score, Words their Way, Corrective Reading, and LLI.	Riggeal, Susan, susan.riggeal@polk-fl.net
During planning in math and science, teachers will incorporate reading and writing strategies to support overall literacy proficiency. Through reading and writing tasks that are aligned to the standards, literacy will be supported in all content areas.	Neidringhaus, Laura, laura.neidringhaus@polk-fl.net
There will be a data wall kept in the main hallway to share school-wide AR points to encourage the AR reading competition school-wide. Data is moved weekly to show progress.	Neidringhaus, Laura, laura.neidringhaus@polk-fl.net

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### Describe how the school addresses building a positive school culture and environment.

At Garden Grove Elementary, we strive to have a positive school culture and environment with a specific focus on our student, staff, and parent stakeholder groups. We are working on strengthening our relationships with all stakeholders.

Garden Grove Elementary staff members foster and promote positive school culture and environment; they are the closest connection and provide an integral link between the students, families, and community

## stakeholders

For our student stakeholders, we will continue to work towards promoting a positive school culture by providing an environment where all children feel loved, respected, and encouraged to reach their full potential. We will do this by:

1. CHAMPS - We use the CHAMPS model for effective proactive and positive behavior management.
2. Positive Behavior Intervention and Supports - We use PBIS as a school-wide program to promote a positive learning environment for all students.
3. Caught Being Good - We use "Caught Being Good" as an immediate reinforcer for desired behavior and a way for staff members outside of the classroom to build relationships with students.
4. DRUMBEAT - We use this for students who need additional social skills instruction and are recommended for participation in the program.
5. Guidance Lessons - Our school counselor delivers social skills lessons to students to promote feelings of self-worth and respect for self and others.
6. Gold Coins, Bobcat Bucks, and Bus Bucks are used as positive incentives and reinforcers for desired behavior.

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

Communication is critical to our positive school culture and environment. We ensure families receive clear and relevant information quickly and in as many formats as possible. We use ClassDojo as a platform to keep parents more engaged digitally. ClassDojo, coupled with our active Facebook presence, we can demonstrate and promote our positive climate and culture. We also can display and promote our climate and culture through the events we present for our parents, such as an open house, orientation, conference nights, and parent/community events.

Administration works to ensure a positive model for staff. We strive to provide opportunities that improve the climate and culture outcomes. This includes a strong commitment to providing positive incentive and appreciation events for them, engaging in meaningful and supportive professional learning, and providing for staff to serve in leadership capacities in furthering their skills and career goals. In addition, staff members are celebrated by being "Spot Lighted" on the school's Facebook page.

Community stakeholders are integral in promoting a positive culture and environment for our school and families. Community members are invited to Volunteer and serve on our School Advisory Council and Parent Advisory Group. In addition, Garden Grove Elementary reaches outside our school to participate in community events. These include, but are not limited to, membership with the Chamber of Commerce, participation in Community Day, and community fine art opportunities.

All stakeholders will play a role in promoting a positive culture and environment at the school.

The administration will continue to ensure a positive model for students, staff, families, and community stakeholders. They will provide positive incentives and appreciation events for staff. They will also form relationships with the students by cultivating a school environment built on respect and acceptance for all students.

Teachers will promote a positive culture and environment by creating classroom environments where students feel valued and safe. Learning will focus on the whole child.

Parents will work with school staff to deepen the relationship between the school and home. This will be done through our Title I Parent Nights, Back-to-School Orientation, Open House, and Parent Data Nights. In addition, the school will provide parents with resources to assist at home.

Community members will continue to support the school through established partnerships. The school has partnered with many local churches and businesses to help build a more positive culture. One partnership with a church is "Adopt a Teacher." Staff members are provided with monthly words of encouragement and treats.