Fred G. Garner Academy

2022-23 Schoolwide Improvement Plan

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Fred G. Garner Academy

2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

Demographics

Principal: Qvonda B IR Dsong Blackman

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: D (35%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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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	81%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Birdsong, Qvonda	Principal	Instructional Leader and monitoring, human resources, facilities manager, day to day operations
Shockley, Delores	Assistant Principal	Facilities, testing, instructional leader, student monitoring
Bruneau, Shanna	Instructional Coach	Curriculum planning, working with teacher on a daily basis for whole group and small group assistance/planning, data diving, monitoring online program fidelity
Boronell, Tisa	Dean	Assist with Discipline
Perryn, Cherie	Behavior Specialist	MTSS and Classroom Management
Finney, Mika	Instructional Coach	Math Interventionist
Willis, Stacey	Instructional Coach	Curriculum planning, working with teacher on a daily basis for whole group and small group assistance/planning, data diving, monitoring online program fidelity
McElwain, Amy	Instructional Coach	Curriculum planning, working with teacher on a daily basis for whole group and small group assistance/planning, data diving, monitoring online program fidelity

Demographic Information

Principal start date

Saturday 7/1/2017, Qvonda B IR Dsong Blackman

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.*

0

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.*

4

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

869

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

6

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

7

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	118	131	143	200	100	149	0	0	0	0	0	0	0	841
Attendance below 90 percent	64	47	61	66	56	55	0	0	0	0	0	0	0	349
One or more suspensions	1	9	130	33	28	25	0	0	0	0	0	0	0	226
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	75	60	39	0	0	0	0	0	0	0	174
Level 1 on 2022 statewide FSA Math assessment	0	0	0	77	47	51	0	0	0	0	0	0	0	175
Number of students with a substantial reading deficiency	40	60	83	66	40	14	0	0	0	0	0	0	0	303

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	25	24	34	47	68	72	0	0	0	0	0	0	0	270

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	0	3	0	55	0	0	0	0	0	0	0	0	0	58
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

Tuesday 8/2/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	26	42	44	55	76	0	0	0	0	0	0	0	243

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	26	42	44	55	76	0	0	0	0	0	0	0	243

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	32%	47%	56%				30%	51%	57%
ELA Learning Gains	51%						37%	51%	58%
ELA Lowest 25th Percentile	60%						44%	49%	53%
Math Achievement	36%	42%	50%				29%	57%	63%
Math Learning Gains	58%						36%	56%	62%
Math Lowest 25th Percentile	64%						43%	47%	51%
Science Achievement	29%	49%	59%				24%	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	33%	52%	-19%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	23%	48%	-25%	58%	-35%
Cohort Comparison		-33%				
05	2022					
	2019	24%	47%	-23%	56%	-32%
Cohort Comparison		-23%				

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	24%	56%	-32%	62%	-38%
Cohort Comparison		0%				
04	2022					
	2019	35%	56%	-21%	64%	-29%
Cohort Comparison		-24%				
05	2022					
	2019	20%	51%	-31%	60%	-40%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	18%	45%	-27%	53%	-35%
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	15	40	58	21	35	43	26				
ELL	30	57	50	32	54	70	18				
BLK	28	47	57	26	58	63	12				
HSP	34	55	58	42	61	67	33				
WHT	36	51	70	41	56	62	48				
FRL	33	55	65	34	61	63	29				
					2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	19	15	28	33	27	33				
ELL	18	37	45	18	31		5				
BLK	30	41	38	27	40		21				
HSP	29	36	58	29	31	17	8				
MUL	36			45							
WHT	38	35		36	25		48				
FRL	32	38	42	30	33	30	21				
					2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	50	55	29	71	67	30				
ELL	16	36	50	16	42	60	18				
BLK	28	35	35	26	32	33	18				
HSP	28	37	47	24	34	50	22				
WHT	37	41		39	50	45	41				
FRL	31	38	46	31	38	47	26				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
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	52
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	50
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?

In all content areas, we are growing students abilities in Math and Reading.
In ELA, we are not growing students to proficiency.

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

ELA proficiency

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

New teachers learning the standards.
New approach to planning using the ARC method. This will assist all teachers with the new BEST standards.

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

Math proficiency

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

Strong focus on push assistance and on small group reteaching.
We will continue to utilize our staff to conduct small group learning while the teacher also works with students during the iii block of Math

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

Pay more attention in pushing our on level students to new levels of learning to accelerate.
Utilize Power Hour more efficiently for our on level student to push students.

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.

Power Hour planning during PLC time to discuss tasks to accelerate students.

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

We will implement SRA Corrective Reading to fill the deficits in students reading ability. We have a new math program that has a remediation piece that can used during iii Math time.

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	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	All Students will receive grade level standards-based instruction to improve student achievement in core content areas to assist in closing the gap in proficiency levels. Data from 21-22 FSA shows that only 32% of students are proficient in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	State data will show a minimum of +3% proficiency increase for all grades/content.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.
Person responsible for monitoring outcome:	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Monitor students engaging in equivalent experiences aligned to state expectations using school walk-through tool. 2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When students experience standards based experiences in the classroom they will be more successful at being proficient in their content area classes.

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.	
S1. Create Calendar for leadership team to have calibration walks	
Person Responsible	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
S1. Train leadership team on walkthrough tool in first two calibration walks	
Person Responsible	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
S1. Conduct calibration walks until teams shows 90 - 100% calibrated consistency with rationale	
Person Responsible	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
S2. Create a master schedule that includes intentional collaborative planning.	
Person Responsible	Delores Shockley (delores.shockley@polk-fl.net)
S2. Train planning facilitators in the ARC Framework	
Person Responsible	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
S2. Conduct collaborative planning each Thursday of the week. Coaches are responsible	
Person Responsible	Delores Shockley (delores.shockley@polk-fl.net)

S2. Discuss evidence of planning implementation in leadership team meetings weekly using evidence from the walkthrough tool.

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

S2. Conduct correlation analysis between walkthrough finding and benchmarks for using ARC.

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

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	FSA three year data shows that our proficiency rates has changed +1% point in ELA and +3% in Math. Learning gains three year data shows a 13% increase in ELA and 24% in Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State data will show a minimum of 5% of students just below the proficiency line becoming proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data offered by district level assessment platforms will be used to ensure students are making progress at mastering the benchmarks to become proficient in ELA and /or Math.
Person responsible for monitoring outcome:	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Targeted scheduling of non-classroom staff members to conduct small group instruction. 2. Data-driven, standards-based, deliberately planned small group lessons
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**	Research shows that working with small groups of students increases student achievement. Research also states that using data to target immediate reteaching opportunities produces a higher level of student achievement. Research states that standards based curriculum planning and coaching builds capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices. In order to move students to proficiency, we need to focus on small group instruction in ELA and Math.

selecting this strategy.

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.

S1. Create a schedule for non-classroom staff to push into small group ELA and Math to conduct small group instruction.

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

S1. Conduct bi-weekly small group walkthroughs using the walkthrough tool to ensure that instruction is targeted and standards based and being delivered with fidelity. Leadership team will conduct walkthroughs

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

S1. Bi-weekly review walkthrough data at leadership team meetings to make adjustments or identify staff members that need added professional development in small group instruction.

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

S2. Teachers will use their data from the district progress monitoring and common formative and summative assessments to determine targeted standards based interventions for small group instruction.

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

S2. Standards based bi-weekly collaborative planning with instructional coaches focused on differentiated small group planning.

Person Responsible	[no one identified]

S2. Analyze data quarterly and make adjustments accordingly to support staff scheduling in order to enhance small group instruction.

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

#3. Positive Culture and Environment specifically relating to Parent Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Positive culture and environment is critical to the success of academic and behavior success. Parent participation averaged about 30% of the school population, suggesting a need to strengthen partnerships between families and the school. Our Hispanic population is the fastest growing demographic creating a need to eliminate language barriers and our African American students received the most office referrals in the 2021-2022 school year. Absence of family partnerships can be attributed to language barriers and behavioral concerns. Shifting our core beliefs about our families plays a large role with our influence and building partnerships. A stronger connection with family partnerships will assist in decreasing discipline and increasing academic achievement. Culture and environment is critical to cultivating and sustaining partnerships among school, home, and community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase our family engagement participation by 10% through monthly school related events. The desired outcome of family participation is to improve student behavior and bridge language barriers.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A Grade level attendance sheet will be kept of every meeting. Leadership team will review the data the following week and discuss outcomes.
Person responsible for monitoring outcome:	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being	1. Engage parents/guardians in activities that encourage and promote communication within all ESSA groups especially our Hispanic population. 2. PBIS system for Tier 1, 2 and 3 students tracked by teachers and data used to support students and shared on a regular basis such as conferences.

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.	Research shows that keeping students in school increases students achievement. We will also utilize additional interventions strategies through Tier 2 and 3 services that will assist the student with successful behavior to remain in the classroom as much as possible.

Action Steps to Implement
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.

S1. Parent Engagement committee will be created to organize and plan monthly parent engagement opportunities. A calendar will be created of the dates. A representative from leadership and each grade level will make up the team. Monthly meetings will take place to plan monthly activities.

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

Each family night will consist of an academic focus to assist our parents with staying informed of what their students are learning. Family Engagement team will plan the nights. Interpreters will be provided for all monthly meetings.

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

A monthly grade level newsletter will also be sent to inform parents of standards taught. Team leads will create to send home. They will be sent through DOJO as well.

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

Review data of monthly parent partnership meetings to review attendance. Family surveys will be used to gain knowledge and awareness as to how effective was the family event.

Person Responsible   Delores Shockley (delores.shockley@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

50% of our students are still testing in STAR Early Literacy in 1st and 2nd grade, therefore, all students will receive daily foundational skills instruction in whole group and small group that aligns with BEST standards.

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

Based on the 2021-2022 FSA, 70% of 3-5 students are below proficiency in ELA. To build proficiency, students will receive a daily vocabulary practice with a focus on grade level standards that align with vocabulary in grade 3-5. The extended vocabulary practice will occur in the 2nd half of core instruction. The targeted vocabulary interventions will build on students' current state and district data to close the ELA gaps in proficiency.

Measurable 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)

As a result of standards-based foundational skill practice, we will reduce the number of students in 1st and 2nd grade testing in Star Early Literacy by 20%.

Grades 3-5: Measureable Outcome(s)

As a result of standards-based vocabulary related daily practice, 40% of students will score a level 3, 4, or 5 on ELA tests.

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.

Student learning will be monitored through teacher created formative and summative assessments and use of resources from reading core curriculum. Data discussions will take place between leadership and teachers weekly and adjustments made to add rigor when a vocabulary or foundational skill is mastered.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bruneau, Shanna, shanna.bruneau@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?

All resources used for foundational and vocabulary instruction are evidence-based and aligned to the BEST standards.

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?

Programs purchased and implemented at Garner have been state and district approved for its record of effectiveness.

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
Literacy Leadership- Administration will conduct weekly walkthroughs to ensure that standards based instruction and task alignment in the areas of vocabulary and foundational skills is being implemented with fidelity.	Birdsong, Qvonda, qvonda.birdsong@polk-fl.net
Literacy Coaching - Administration will conduct walkthroughs with instructional coaches bi-weekly to ensure standards-based task aligned instruction is occurring during the ELA Block.	Birdsong, Qvonda, qvonda.birdsong@polk-fl.net
Literacy Coaching - Administration and coaches will meet bi-weekly to discuss trends and next steps.	Birdsong, Qvonda, qvonda.birdsong@polk-fl.net
Assessment - Teachers will use common formative and summative assessments to track to foundational/vocabulary data.	McElwain, Amy, amy.mcelwain@polk-fl.net
Assessment - Teachers and coaches will conduct data chats and realign instruction based on trends.	McElwain, Amy, amy.mcelwain@polk-fl.net
Professional Learning - Based on trend data coaches will conduct PLC's in the areas of vocabulary and foundational skills.	Bruneau, Shanna, shanna.bruneau@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.

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

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

There are several stakeholders that impact the culture and environment of the school. Teachers are most important in promoting a positive culture and will be responsible for communication with parents and guardians.
Parents role will be to provide support to students and teachers. Students are important to the positive culture and will be held accountable for making decisions based on expectations set by school.
The SAC and PTO will be important in establishing goals and incentives for both staff and students. The community will provide support to the school and school community.