Fred G. Garner Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Fred G. Garner Academy

2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Birdsong, Qvonda	Principal	Oversee operations of school
Shockley, Delores	Assistant Principal	Assist with school operations
Boronell, Tisa	Dean	Assist with Discipline
Bruneau, Shanna	Instructional Coach	Coach and provide support
McElwain, Amy	Instructional Coach	Assist and coach teachers
Williams, Tony	Assistant Principal	Assist with operations of school
Fisher, Kristina	Teacher, K-12	
Moore, Takelia	Teacher, K-12	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is drafted by the school-based leadership team. A review of action steps and practices that worked is used to create focus areas and action steps. Team leaders and teachers are given chance to provide feedback on action steps and implementation. Once the plan is approved and discussed by the school-based leadership team and teachers, it is bought before the School

Advisory Committee which consist of community based leaders, parents, school-based staff and leaders, business partners and city/county employees and local ministers. A vote of approval is taken and revisions made if necessary.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by the school-based Leadership team through weekly leadership meetings. A review and/or checklist will be implemented and adjustments made and documented. SIP Action steps and Focus areas will be included in weekly Principal message to staff. PLC meetings monthly will also review data and make adjustments to small group and core lesson planning and preparation. The SIP will also be revised when instructed by the District. A copy will be on the school's website and results communicated in parent newsletter.
and designated Parent Engagement Activities.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	80	54	73	53	37	60	0	0	0	357
One or more suspensions	2	4	8	5	4	16	0	0	0	39
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	91	41	53	0	0	0	185
Level 1 on statewide Math assessment	0	0	0	76	35	68	0	0	0	179
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	76	35	68	0	0	0	179

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	49	49	0	11	0	0	111
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	64	47	61	66	56	55	0	0	0	349
One or more suspensions	1	9	130	33	28	25	0	0	0	226
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	75	60	39	0	0	0	174
Level 1 on statewide Math assessment	0	0	0	77	47	51	0	0	0	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	40	60	83	66	40	14	0	0	0	303

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	24	34	47	68	72	0	0	0	270

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	55	0	0	0	0	0	58
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	64	47	61	66	56	55	0	0	0	349
One or more suspensions		1	9	130	33	28	25	0	0	0	226
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	75	60	39	0	0	0	174
Level 1 on statewide Math assessment	0	0	0	77	47	51	0	0	0	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	40	60	83	66	40	14	0	0	0	303

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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	0	55	0	0	0	0	0	58
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	45	53	32	47	56	31		
ELA Learning Gains				51			38		
ELA Lowest 25th Percentile				60			44		
Math Achievement*	39	49	59	36	42	50	31		
Math Learning Gains				58			34		
Math Lowest 25th Percentile				64			32		
Science Achievement*	20	41	54	29	49	59	24		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	60	54	59	59			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	33	Yes	1	
MUL				
PAC				
WHT	38	Yes	1	
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	36	Yes	1	
ELL	46			
AMI				
ASN				
BLK	42			
HSP	51			
MUL				
PAC				
WHT	52			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	30			39			20					60
SWD	17			22			19				5	33
ELL	21			37			11				5	60
AMI												
ASN												
BLK	31			38			13				5	61
HSP	24			39			16				5	60
MUL												
PAC												
WHT	38			40			44				4	
FRL	30			37			19				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	51	60	36	58	64	29					59
SWD	15	40	58	21	35	43	26					50
ELL	30	57	50	32	54	70	18					59
AMI												
ASN												
BLK	28	47	57	26	58	63	12					47
HSP	34	55	58	42	61	67	33					61
MUL												
PAC												
WHT	36	51	70	41	56	62	48					
FRL	33	55	65	34	61	63	29					57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	38	44	31	34	32	24					43
SWD	25	19	15	28	33	27	33					45
ELL	18	37	45	18	31		5					43
AMI												
ASN												
BLK	30	41	38	27	40		21					38
HSP	29	36	58	29	31	17	8					46
MUL	36			45								
PAC												
WHT	38	35		36	25		48					
FRL	32	38	42	30	33	30	21					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	43%	-11%	54%	-22%
04	2023 - Spring	45%	53%	-8%	58%	-13%
03	2023 - Spring	24%	42%	-18%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	51%	-15%	59%	-23%
04	2023 - Spring	55%	56%	-1%	61%	-6%
05	2023 - Spring	28%	44%	-16%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	39%	-19%	51%	-31%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science data showed the lowest performance for third consecutive year. Contributing factors are lack of science instruction taught in lower grades. Lack of teacher knowledge and capacity.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Both ELA and Math showed gains in proficiency from the prior year. Science showed greatest decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap with almost 10% below state average. Contributing factors are teacher capacity, lack of in-depth knowledge of benchmarks, absences, teacher planning and collaboration.

Which data component showed the most improvement? What new actions did your school take in this area?

Math data showed greatest improvement. Steps taken were small group math implementation with fidelity, data monitoring and monthly adjustment. Leadership team push-in weekly. Schedule for pull-out and push-in assistance.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and reading proficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

(1)3rd grade ELA Proficiency,(2) ELA Learning gains for grades 3,4,and5 ,(3) Science proficiency,(4) Math Learning gains in 5th grade and(5) 5th grade ELA

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FAST Data shows proficiency rates have increased +1% point in ELA and +4% in Math. FAST Level One % has increased.
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.

SWD ESSER Group will increase from 36% to 41% by end of school year.

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

SWD will be monitored by the district platforms and progress monitoring systems to make adjustments when needed.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Targeted scheduling of support staff members to conduct small group instruction.
2. Data-driven, standards-based, deliberately planned small group lessons

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that working with small groups of students increases student achievement. Research also states that using data to target immediate reteaching opportunities produces a higher level of student achievement. Research states that standards based curriculum planning and coaching builds capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices. In order to move students to proficiency, we need to focus on small group instruction in ELA and Math.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Include ESE teachers in weekly collaborative planning with General Ed teachers and record absences and attendance.

Person Responsible: Tony Williams (tony.williams@polk-fl.net)

By When: By August

Monitor lesson plans of ESE teachers and provide feedback weekly.

Person Responsible: Tony Williams (tony.williams@polk-fl.net)

By When: August

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FAST Data shows proficiency rates have increased +1% point in ELA and +4% in Math. FAST Level One % has increased.
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.

FAST data for ELA will increase by 2% from PM1 to PM2 and by 3% from PM 2 to PM3 for a total of 5%.
FAST data for Math will increase by 3% from PM1 to PM2 and by 4% from PM 2 to PM3 for a total 7% increase. .

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Targeted scheduling of support staff members to conduct small group instruction.
2. Data-driven, standards-based, deliberately planned small group lessons

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that working with small groups of students increases student achievement. Research also states that using data to target immediate reteaching opportunities produces a higher level of student achievement. Research states that standards based curriculum planning and coaching builds capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices. In order to move students to proficiency, we need to focus on small group instruction in ELA and Math.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 para-professionals, Inclusion teachers, and Interventionists to push into and pull out during small group ELA and Math instruction.

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

By When: Coaches will work with interventionists to create schedules by September 1st .

S1. Coaches/Interventionist will conduct bi-weekly small group walkthroughs using the SB walkthrough tool to ensure that instruction is targeted, benchmark-based, and delivered with fidelity. Administration will conduct bi-weekly small group walk-throughs using district-based tool.

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

By When: Walk-throughs will begin in September.

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)

By When: September .

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

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

By When: October

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

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

By When: Coaches will begin review of plans and meeting with teachers in August.

S2. Leadership team will analyze data quarterly and make adjustments accordingly to support staff scheduling in order to enhance small group instruction.

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

By When: This will begin in October.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 FAST 2023 shows that only 33% 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.

FAST Data will show a minimum of +3% proficiency increase for all grades in ELA, Math and Science.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor students engaging in equivalent experiences aligned to state expectations using district walk-through tool.
2. Engage teachers in standards-based planning protocol using the newly created scope and sequence and Learning Arc Framework.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When students experience standards based experiences in the classroom they will be more successful at being proficient in their content area classes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Leadership Team will create and submit weekly schedule for monitoring student engagement through the district tool.

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

By When: Will begin in September

S1. Focus boards will be updated and visible with benchmarks and objectives posted for student and teacher use.

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

By When: By August

S1. Weekly calibration walks with Assistant Principals and Coaches using district-based walk-through tool.

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

By When: August

S2. Create a master schedule that includes intentional collaborative planning.

Person Responsible: Amy McElwain (amy.mcelwain@polk-fl.net)

By When: August

S2.The leadership team will plan and review Learning Arcs with grade levels during planning. Voluntary after school planning provided by Tittle One funds.

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

By When: August

S2. Conduct collaborative planning each Thursday of the week with a focus to include MTSS data and grade level data trends .

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

By When: September

S2. Discuss evidence of planning implementation in leadership team meetings weekly using evidence from the walkthrough tool and grade level Learning Arc.

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

By When: September

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 parent engagement activity. Leadership team will review the data the following week and discuss outcomes.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: October

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: [no one identified]

By When: September

A monthly grade level newsletter will also be sent to inform parents of standards taught. Team leads will create to send home in Wednesday school-wide parent informational folders. .

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

By When: by August. Mrs. Blackman will monitor.

Review data of monthly parent partnership meetings to look for trends/interest.
Family surveys will be used to gain knowledge and awareness as to how effective was the family event.

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

By When: October

Comparison of Tier 2 and 3 Behavior data will be review to look for improvement in behavior for students attending parent nights.

Person Responsible: Tisa Boronell (tisa.boronell@polk-fl.net)

By When: October

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

40% of our students are still testing in STAR Early Literacy in 1st and 2nd grade, therefore, all students will receive daily foundational and vocabulary skills instruction in whole group and small group that aligns with BEST standards.

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

Based on the 2022-2023 FSA, 67% 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 grades 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. A vocabulary focus will also be incorporated in the Power Hour.

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 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 Measurable Outcomes

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 Measurable Outcomes

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

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 impact student achievement outcomes.

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

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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/daily 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. Data will be used to make adjustments	Birdsong, Qvonda, qvonda.birdsong@polk-fl.net
Assessment - Teachers will use common formative and summative assessments to track to foundational/vocabulary data.	Bruneau, Shanna, shanna.bruneau@polk-fl.net
Professional Learning - Based on trend data coaches will conduct PLC's in the areas of vocabulary and foundational skills.	Shockley, Delores, delores.shockley@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP process will be shared with school staff during preplanning week and data day. The plan will also be submitted to SAC for review. The SIP plan will be displayed on the school webpage and a copy will be on display in front office area. SIP Plan focus areas will also be discussed at Open House and annual meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build positive relationships with parents, families, and other stakeholders in a variety of ways.
Monthly standard-based evening activities will be planned for all families to attend, conference nights, PTO and SAC committees formed, facebook and Instagram accounts, school web-page, school messenger, monthly grade-level newsletter, Quarterly Principal newsletter.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program and increase the quality of learning time and help provide an enriched accelerated curriculum by utilizing support staff for small group instruction. Extended learning and after school curriculum planning, professional development and supplemental resources will also be used to increase student learning time. Collaborative lesson planning and PLC meetings will be conducted weekly. Data planning will include specific student monitoring and adjustments made to instruction and small group lesson.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The plan is developed in coordination and integration with federal, state and local services such as Title 1 Technical Assistance-Use of funds, PFE Input and back to school meetings, Comprehensive Needs Assessment technical assistance, regional meetings and School Improvement training sessions.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school improves student skills outside the academic subject areas through individual counseling, school consultations, and collaboration with community providers such as peace river, sweet center and Winter Haven Hospital

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparation for and awareness of postsecondary opportunities and the workforce include: dual enrollment, career academies, vocational schools and Building Capacity of Events

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

School-wide tiered model to prevent and address problem behavior is the PBIS model. Rti, MTSS and the use of school counselors, interventionists, deans, and mental health counselors are also used to prevent and address problem behavior and early intervening services. .

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning Communities to improve instruction and data is conducted weekly. Professional development on early dismissal days for all staff. Collective Bargaining Stipends and the PCPS employee retention(ambassador) program help to retain effective teachers. ,

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Early Childhood, Head Start, VPK, Kindergarten round-up, Kindergarten readiness camps, books bridge, and migrant early childhood services

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
5	III.B.	Area of Focus: -- Select below --:	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes