

Garden Grove Elementary School



2014-15 School Improvement Plan

Garden Grove Elementary School

4599 CYPRESS GARDENS RD, Winter Haven, FL 33884

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
73%

Alternative/ESE Center
No

Charter School
No

Minority
53%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | D | C | B | A |

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Focus | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Garden Grove Elementary School, will dedicate its leadership and resources to creating a positive learning environment based on research and high yield strategies. Decisions on instruction will be data-driven using formative and summative data. Teachers will be expected to follow curriculum maps. Tier II and Tier III will be provided for students that are below level, have not mastered grade level standards, and are at-risk. Remediation will be provided for all students that have not mastered a particular skill.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers all utilize many different multicultural teaching materials to create awareness of the diversity in their classrooms. Teachers designate time for speakers, parents, and other guests to teach the students about other cultures. Teachers are certified, endorsed or working towards that in ESOL. This training helps them understand student's cultures in order for teachers and students to build relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In a safe and orderly environment, the school will work to develop respectful students who are engaged in developing positive character traits that lead to the ability to make good choices and respect for rules. Staff members will be on duty before and after school to ensure a safe environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Garden Grove is a Positive Behavior Support School. Students, like adults respond with a positive approach. Discipline with dignity. There is a school-wide behavior plan in place with clear behavior expectations and consequences. New teachers will be trained in the preplanning days. Returning teachers will have a review session.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The teacher or another staff member would refer the student to the guidance counselor who would determine the best course of action for the student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 Students exhibiting two or more indicators.

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 11 | 6 | 10 | 10 | 11 | 17 | 65 |
| One or more suspensions | 1 | 2 | 3 | 2 | 4 | 4 | 16 |
| Course failure in ELA or Math | 5 | 6 | 4 | 4 | 9 | 0 | 28 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 18 | 25 | 31 | 74 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 1 | 2 | 6 | 12 | 13 | 35 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In dealing with absences and tardies, we meet with parents or guardians. If that is unsuccessful, the social worker is called in to visit the family. Behavior issues are discussed at MTSS meetings to come up with solutions to eliminate behaviors that cause suspensions.
 All level 1 students are placed in Tier II and then Tier III if needed. The student may need to be referred for ESE services. Extra help and tutoring is given to these students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193433>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Garden Grove is very fortunate to have Walmart and Publix as business partners. Both businesses contribute supplies to our school for students that are in need. Walmart gives out gift cards to teachers at the beginning of the school year. These contributions ensure that our students have the supplies necessary to be prepared for class. We work with the Winter Haven PEP group that provides tutoring for our students in the bottom 25%. They provide transportation to the site. The students receive two days of tutoring each week.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Compton, Deborah | Principal |
| Camp, Donna | Assistant Principal |
| Greene, Stephanie | Other |
| Ryland, Cheryl | Guidance Counselor |
| Smith, Susan | Instructional Coach |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The administrations role is to monitor student progress and data, observe, provide support , evaluate lesson delivery for effectiveness, and provide feedback for improvement. The Literacy Coach will provide professional development, work with teachers in the classroom and coach curriculum delivery, monitor FAIR data and help facilitate literacy needs in the classroom.

The Title 1 Interventionist's role is to monitor student progress and data, provide small group tiered instruction, keep Title 1 records, and provide opportunities for parent involvement. The guidance counselor monitors the MTSS process through committee meetings and data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets on a regular basis to adjust and adapt instructional resources to align instruction with the Florida Standards to meet the needs of all students.

The Literacy Coach and Interventionist analyze student data to assist teachers with informing instruction based on students needs. This includes personal study of data reports, principal/coach data sessions and teacher/coach data sessions.

Title 1 funds were allotted to hire a Literacy Coach and Interventionist.

Guidance Counselor, Coach, Interventionist, and ESE staff will meet on a regular basis to monitor student progress and trouble shoot issues as they occur. Following the MTSS process the Leadership team meets to ensure all possible resources are being implemented with fidelity.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Debbie Compton | Principal |
| Donna Camp | Education Support Employee |
| Regina Johnson | Education Support Employee |
| Susan Smith | Education Support Employee |
| Stephanie Greene | Education Support Employee |
| Justin Hollinghead | Business/Community |
| Larry Strayer | Business/Community |
| Tania Sims | Parent |
| Scott Wiltse | Parent |
| Patricia Stafford | Parent |
| Kari Zeller | Parent |
| Brenda Soto | Parent |
| | Student |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Goals of the school improvement plan are discussed with the SAC for revisions and approval. The SIP is revisited throughout the school year for implementation purposes.

Development of this school improvement plan

Several members of SAC participated in helping to write the school improvement plan. The plan will then be presented to the SAC committee for input and approval.

Preparation of the school's annual budget and plan

No funds allocated at this time.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Lottery funds were distributed near the end of the year. They are available for projects this year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-------------------|---------------------|
| Compton, Deborah | Principal |
| Camp, Donna | Assistant Principal |
| Smith, Susan | Instructional Coach |
| Greene, Stephanie | Other |
| Straughn, Candi | Teacher, ESE |
| Cooper, constance | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The LLT will monitor FAIR FS and classroom progress to help facilitate literacy needs in the classroom. Mastering Florida Standards will be our major initiative this year. The LLT will provide professional development on authentic literacy instruction, citing specific textual evidence when writing or speaking to support conclusions drawn from the text. We will continue to provide support throughout the school to ensure consistent and pervasive use of high yield strategies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Provide a common planning block, including horizontal and vertical teaming.
Provide professional development, mentoring and support for growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We will provide opportunities for interns in order to bring highly qualified, certified-in-field teachers to our school. Provide professional development for growth. The leadership team will provide mentoring and support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers will receive curriculum support from the leadership team, administration, and grade level colleagues throughout the year. This support will include but is not limited to modeling, lesson planning, and coaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Baseline data is gathered in August and September. Fair assessment data for grades K-5 will be processed through the PMRN as baseline reading data and to use for future progress monitoring. Improve Math Assessment data for grades 3-5 will be used to gain baseline math and science data to use for future progress monitoring. Third grade data is gathered from the previous year's on-going assessment results. FCAT scores and previous year's on-going assessment results monitor trends for our retained 3rd grade students and 4th and 5th graders. Baseline and on-going benchmark assessments are obtained through benchmark assessments in writing and science for each grade. Teachers use all of these along with other formative and summative classroom assessments to monitor student achievement and progress toward mastery of the Florida Standards. Grade level data meetings are held after each assessment period to formally review the data as a means of monitoring the effectiveness of all areas and levels of instruction.

Behavior and attendance data is tracked in the Early Warning System and monitored by the guidance counselor. Grade levels will use the previous data to determine which students should be targeted for Tier ii and Tier iii interventions for behavior and academics.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

1. FCAT data from the 2013-2014 school year will be used to determine tutoring groups provided by the interventionist. Teachers will use this data to determine Tier ii groups.
2. Fair FS data will also be used to determine Tier ii groups and interventions.
3. New math data will be used to determine Tier ii groups and interventions.
4. Formative and on-going assessments will be used to modify or supplement students having difficulty mastering the Florida Standards or providing enrichment to students that have mastered standards.
5. After school tutoring will be provided for students that are identified as not meeting the Florida Standards.
6. Instruction will be modified or supplemented to assist students having difficulties attaining the proficient or advanced level on state assessments by providing an additional 30 minutes above the state requirement of reading and math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,920

After school tutoring in the area of math.

Strategy Rationale

Provide extra time in math to meet our AMO targets.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Compton, Deborah, deborah.compton@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom data from assignments, formative, and summative assessments as well as on-going progress monitoring results will be analyzed to determine effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Garden Grove has a Title 1 Pre-K unit on campus. Teachers may participate in professional learning opportunities offered to school staff and will be involved in professional learning activities with kindergarten teachers. Parents of Pre-K students will be invited to participate in parent workshops and activities provided by the school. The guidance counselor of our feeder middle school will visit and talk to fifth graders about opportunities in middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards.

- G2.** Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards. 1a

G042588

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 72.0 |

Resources Available to Support the Goal 2

- Curriculum maps, Florida Standards, PLCs, Collaborative planning, District coaches

Targeted Barriers to Achieving the Goal 3

- Teachers do not have an understanding of the depth of the new standards
- Providing professional development that enables teachers time to align materials to the standards.
- Need more high quality supplemental materials for differentiated instruction

Plan to Monitor Progress Toward G1. 8

District math assessment, monthly math assessments, teacher's summative and formative assessments

Person Responsible

Deborah Compton

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The district math assessments and quarterly math assessments will be collected and analyzed by teachers and leadership team.

G2. Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards. 1a

G042587

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 71.0 |

Resources Available to Support the Goal 2

- Curriculum maps, Florida Standards, FAIR FS data, Literacy coach, Interventionist, PLCs, Collaborative planning, District coaches

Targeted Barriers to Achieving the Goal 3

- Teachers do not have an understanding of the depth of the new standards
- Time to provide teachers to collaboratively plan and align lessons to meet the depth of the new standards
- Teachers' resistance to collaborative planning needed for implementation of the Florida Standards

Plan to Monitor Progress Toward G2. 8

The FAIR-FS data, District Pretest and Posttest, MTSS for reading, students' classroom performance, and Reading Wonders Weekly Assessments will be used to monitor students' progress mastering the Florida Standards.

Person Responsible

Deborah Compton

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Increased student academic achievement on on-progress monitoring assessments, such as FAIR-FS, MTSS for reading, students' classroom performance, and Reading Wonders Weekly Assessment will indicate students' proficiency of the Florida Standards.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards. **1**

 G042588

G1.B1 Teachers do not have an understanding of the depth of the new standards **2**

 B106902

G1.B1.S1 Administration and coach will provide professional development to familiarize all teachers at all grade levels with an understanding of each standard. **4**

 S119148

Strategy Rationale

Without the knowledge of the new Florida Standards teachers will not be able to provide rigorous and effective instruction to prepare the students to be successful in meeting the new Florida Standards.

Action Step 1 **5**

Teachers will spend time studying the standards in depth by comparing grade levels for each standard. Teachers will preplan in their PLCs using item specs to help guide instruction.

Person Responsible

Donna Camp

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher's lesson plans and student's work will be used to show evidence of this action step.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher's lesson plans and student's work will be used to show evidence of this action step.

Person Responsible

Donna Camp

Schedule

Daily, from 8/18/2014 to 5/5/2016

Evidence of Completion

Teacher's lesson plans, student's work, and attending PLC meetings will be used to show evidence of this action step.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walk-throughs and feedback will be provided in order to ensure the standards are being taught.

Person Responsible

Donna Camp

Schedule

Daily, from 12/2/2014 to 6/5/2015

Evidence of Completion


Written documentation for walk-throughs, informal and formal observations will reflect whether the standards are being taught. Student samples will be evident.

G1.B2 Providing professional development that enables teachers time to align materials to the standards.

2

 B106903

G1.B2.S1 Administration and/or District Math Coach will make classroom walk-throughs and provide immediate feedback. 4

 S119156

Strategy Rationale

By providing immediate feedback teachers will become more proficient in knowing how to provide more effective instruction to meet the new standards.

Action Step 1 5

District Math Coach and/or Administration will provide professional development for the instructional teachers to ensure they understand the Florida Standards for math.

Person Responsible

Deborah Compton


Schedule

Daily, from 8/25/2014 to 6/4/2015


Evidence of Completion

District math assessment (Improve), internal assessments, and the end of the year Florida Standards Assessments

G1.B3 Need more high quality supplemental materials for differentiated instruction **2**

 B106907

G1.B3.S1 Allocate money for the purchase of additional high quality supplemental materials to create authentic differentiated instruction that will be meaningful to students. **4**

 S119192

Strategy Rationale

Teachers need additional high quality supplemental materials to create authentic differentiated instruction that will be meaningful to all students.

Action Step 1 **5**

We will purchase quality, data proven materials to be used for differentiated instruction that will be meaningful to students.

Person Responsible

Deborah Compton

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Instruction will be monitored in order to see that gains are being made with the materials being used for instruction.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Student achievement data such as Improve scores, summative and formative assessments, and iii math data.

Person Responsible

Deborah Compton

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increased student achievement on the Improve post-test, on-going monitoring assessment tests, summative and formative assessments, and iii math data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The implementation of supplemental materials for differentiated instruction will be monitored by on-going assessments, summative, formative, and iii math data.

Person Responsible

Deborah Compton


Schedule

Monthly, from 8/25/2014 to 6/3/2015


Evidence of Completion

Increased student achievement on on-going monitoring assessments including, but not limited to, Post Improve score, formative, summative assessments and math iii data will be evaluated to determine increases in achievement.

G2. Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards. 1

 G042587

G2.B1 Teachers do not have an understanding of the depth of the new standards 2

 B105574

G2.B1.S1 Administration and coach will provide professional development to familiarize all teachers at all grade levels with an understanding of each standard. 4

 S116896

Strategy Rationale

Without the knowledge of the new Florida Standards teachers will not be able to provide rigorous and effective instruction to prepare the students to be successful in meeting the new Florida Standards.

Action Step 1 5

Professional development and PLCs will be provided to administrators and teachers to equip them with in depth knowledge of the standards.

Person Responsible

Deborah Compton

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Walk-throughs, evaluations, lesson plans, follow up from professional development will be monitored

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk-throughs, collaborative planning for lesson plans will be used to monitor for fidelity.

Person Responsible

Deborah Compton

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence of standards being taught at appropriate level of complexity during walk-throughs and student work. Teachers collaborate to discuss and understand the standards in depth.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers and administration will monitor students' data.

Person Responsible

Deborah Compton


Schedule

Daily, from 8/25/2014 to 6/5/2015


Evidence of Completion

Increase student achievement on FAIR/FS, weekly assessments, decrease in Tier iii students will be monitored to determine effectiveness of instruction.

G2.B2 Time to provide teachers to collaboratively plan and align lessons to meet the depth of the new standards **2**

 B105586

G2.B2.S1 Administration and school and regional coaches will provide instructional staff with targeted professional developments and PLCs that give teachers opportunities to collaboratively align lessons with the Florida Standards. **4**

 S116953

Strategy Rationale

By providing teachers with these opportunities, teachers will be able to not only effectively plan but do so in an efficient way.

Action Step 1 **5**

Administration, regional support staff, and school coach, will provide structured professional development and PLCs targeted to align standards with available resources.

Person Responsible

Deborah Compton

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans, internal assessments, FAIR-FS data, and new Florida Standards Assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administration will provide opportunities for professional development through the district, school, and PLCs.

Person Responsible

Deborah Compton

Schedule

On 6/5/2015

Evidence of Completion

Walk-throughs, lesson plans, and attendance sheets will provide evidence if opportunities for professional development are being provided.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Walk-throughs and PLC meetings will be used to determine if the the resources are aligned to the standards.

Person Responsible

Deborah Compton

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion


The quality of instruction and student work will determine if the resources are aligned to the standards.

G2.B4 Teachers' resistance to collaborative planning needed for implementation of the Florida Standards

2

 B105589

G2.B4.S1 Teachers will be required to have weekly grade level PLCs with completed pre-planning sheets. In which teachers will use to create collaborative lesson plans. 4

 S116935

Strategy Rationale

Teachers will be able to provide students with rigorous and effective instruction enabling the students to successfully meet the new Florida Standards.

Action Step 1 5

Teachers will be required to attend at least two weekly grade level PLCs dedicated to collaborative planning.

Person Responsible

Deborah Compton

Schedule

Biweekly, from 11/5/2014 to 6/5/2015

Evidence of Completion

Teachers are required to turn in preplanning sheets and lessons plans weekly.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Preplanning sheets and lessons plans will be turned into administration weekly

Person Responsible

Deborah Compton

Schedule

Weekly, from 11/5/2014 to 6/5/2015

Evidence of Completion

Preplanning sheets and lesson plans will be collected as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration and school and regional coach will oversee the preplanning process and monitor the effectiveness of lesson plans.

Person Responsible

Deborah Compton

Schedule

Weekly, from 11/5/2014 to 6/5/2015

Evidence of Completion

Weekly lesson plans, preplanning sheets, and classroom walk-throughs to monitor planning effectiveness

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|------------------|-------------------------------|--|--------------------|
| G1.B3.S1.A1 | We will purchase quality, data proven materials to be used for differentiated instruction that will be meaningful to students. | Compton, Deborah | 9/2/2014 | Instruction will be monitored in order to see that gains are being made with the materials being used for instruction. | 6/4/2015 monthly |
| G2.B2.S1.A1 | Administration, regional support staff, and school coach, will provide structured professional development and PLCs targeted to align standards with available resources. | Compton, Deborah | 8/25/2014 | Lesson plans, internal assessments, FAIR-FS data, and new Florida Standards Assessments | 6/4/2015 one-time |
| G1.B2.S1.A1 | District Math Coach and/or Administration will provide professional development for the instructional teachers to ensure they understand the Florida Standards for math. | Compton, Deborah | 8/25/2014 | District math assessment (Improve), internal assessments, and the end of the year Florida Standards Assessments | 6/4/2015 daily |

Polk - 1711 - Garden Grove Elementary School - 2014-15 SIP
Garden Grove Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Teachers will spend time studying the standards in depth by comparing grade levels for each standard. Teachers will preplan in their PLCs using item specs to help guide instruction. | Camp, Donna | 8/18/2014 | Teacher's lesson plans and student's work will be used to show evidence of this action step. | 6/4/2015 daily |
| G2.B1.S1.A1 | Professional development and PLCs will be provided to administrators and teachers to equip them with in depth knowledge of the standards. | Compton, Deborah | 8/25/2014 | Walk-throughs, evaluations, lesson plans, follow up from professional development will be monitored | 6/5/2015 daily |
| G2.B4.S1.A1 | Teachers will be required to attend at least two weekly grade level PLCs dedicated to collaborative planning. | Compton, Deborah | 11/5/2014 | Teachers are required to turn in preplanning sheets and lessons plans weekly. | 6/5/2015 biweekly |
| G1.MA1 | District math assessment, monthly math assessments, teacher's summative and formative assessments | Compton, Deborah | 8/18/2014 | The district math assessments and quarterly math assessments will be collected and analyzed by teachers and leadership team. | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Walk-throughs and feedback will be provided in order to ensure the standards are being taught. | Camp, Donna | 12/2/2014 | Written documentation for walk-throughs, informal and formal observations will reflect whether the standards are being taught. Student samples will be evident. | 6/5/2015 daily |
| G1.B1.S1.MA1 | Teacher's lesson plans and student's work will be used to show evidence of this action step. | Camp, Donna | 8/18/2014 | Teacher's lesson plans, student's work, and attending PLC meetings will be used to show evidence of this action step. | 5/5/2016 daily |
| G1.B3.S1.MA1 | The implementation of supplemental materials for differentiated instruction will be monitored by on-going assessments, summative, formative, and iii math data. | Compton, Deborah | 8/25/2014 | Increased student achievement on on-going monitoring assessments including, but not limited to, Post Improve score, formative, summative assessments and math iii data will be evaluated to determine increases in achievement. | 6/3/2015 monthly |
| G1.B3.S1.MA1 | Student achievement data such as Improve scores, summative and formative assessments, and iii math data. | Compton, Deborah | 8/25/2014 | Increased student achievement on the Improve post-test, on-going monitoring assessment tests, summative and formative assessments, and iii math data. | 6/4/2015 monthly |
| G2.MA1 | The FAIR-FS data, District Pretest and Posttest, MTSS for reading, students' classroom performance, and Reading Wonders Weekly Assessments will be used to monitor students' progress mastering the Florida Standards. | Compton, Deborah | 9/2/2014 | Increased student academic achievement on on-progress monitoring assessments, such as FAIR-FS, MTSS for reading, students' classroom performance, and Reading Wonders Weekly Assessment will indicate students' proficiency of the Florida Standards. | 6/4/2015 monthly |
| G2.B1.S1.MA1 | Teachers and administration will monitor students' data. | Compton, Deborah | 8/25/2014 | Increase student achievement on FAIR/FS, weekly assessments, decrease in Tier iii students will be monitored to determine effectiveness of instruction. | 6/5/2015 daily |
| G2.B1.S1.MA1 | Walk-throughs, collaborative planning for lesson plans will be used to monitor for fidelity. | Compton, Deborah | 8/18/2014 | Evidence of standards being taught at appropriate level of complexity during walk-throughs and student work. Teachers collaborate to discuss and understand the standards in depth. | 6/5/2015 daily |
| G2.B4.S1.MA1 | Administration and school and regional coach will oversee the preplanning process and monitor the effectiveness of lesson plans. | Compton, Deborah | 11/5/2014 | Weekly lesson plans, preplanning sheets, and classroom walk-throughs to monitor planning effectiveness | 6/5/2015 weekly |
| G2.B4.S1.MA1 | Preplanning sheets and lessons plans will be turned into administration weekly | Compton, Deborah | 11/5/2014 | Preplanning sheets and lesson plans will be collected as evidence of fidelity. | 6/5/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|--|--------------------|
| G2.B2.S1.MA1 | Walk-throughs and PLC meetings will be used to determine if the resources are aligned to the standards. | Compton, Deborah | 8/25/2014 | The quality of instruction and student work will determine if the resources are aligned to the standards. | 6/5/2015 daily |
| G2.B2.S1.MA1 | Administration will provide opportunities for professional development through the district, school, and PLCs. | Compton, Deborah | 8/18/2014 | Walk-throughs, lesson plans, and attendance sheets will provide evidence if opportunities for professional development are being provided. | 6/5/2015 one-time |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards.

G1.B1 Teachers do not have an understanding of the depth of the new standards

G1.B1.S1 Administration and coach will provide professional development to familiarize all teachers at all grade levels with an understanding of each standard.

PD Opportunity 1

Teachers will spend time studying the standards in depth by comparing grade levels for each standard. Teachers will preplan in their PLCs using item specs to help guide instruction.

Facilitator

Donna Camp, Debbie Compton, and Mike Greenlee

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B2 Providing professional development that enables teachers time to align materials to the standards.

G1.B2.S1 Administration and/or District Math Coach will make classroom walk-throughs and provide immediate feedback.

PD Opportunity 1

District Math Coach and/or Administration will provide professional development for the instructional teachers to ensure they understand the Florida Standards for math.

Facilitator

District Math Coach, Administration

Participants

All instructional staff

Schedule

Daily, from 8/25/2014 to 6/4/2015

G2. Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards.

G2.B1 Teachers do not have an understanding of the depth of the new standards

G2.B1.S1 Administration and coach will provide professional development to familiarize all teachers at all grade levels with an understanding of each standard.

PD Opportunity 1

Professional development and PLCs will be provided to administrators and teachers to equip them with in depth knowledge of the standards.

Facilitator

School and Regional Reading Coach

Participants

Instructional staff

Schedule

Daily, from 8/25/2014 to 6/5/2015

G2.B2 Time to provide teachers to collaboratively plan and align lessons to meet the depth of the new standards

G2.B2.S1 Administration and school and regional coaches will provide instructional staff with targeted professional developments and PLCs that give teachers opportunities to collaboratively align lessons with the Florida Standards.

PD Opportunity 1

Administration, regional support staff, and school coach, will provide structured professional development and PLCs targeted to align standards with available resources.

Facilitator

Literacy team

Participants

All instructional staff

Schedule

On 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

| Description | Total |
|---|--------------|
| Goal 1: Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards. | 2,000 |
| Goal 2: Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards. | 2,000 |
| Grand Total | 4,000 |

Goal 1: Our goal is to increase the achievement of students' proficiency in math by ensuring that all teachers understand and effectively teach the Florida Standards.

| Description | Source | Total |
|---------------------|----------------|--------------|
| B3.S1.A1 | Title I Part A | 2,000 |
| Total Goal 1 | | 2,000 |

Goal 2: Our goal is to increase students' proficiency in reading by understanding and effectively teaching the Florida Standards.

| Description | Source | Total |
|---------------------|----------------|--------------|
| B3.S1.A1 | Title I Part A | 2,000 |
| Total Goal 2 | | 2,000 |