



## Fred G. Garner Elementary School

2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
70%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
78%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

### 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Garner Elementary we teach all students to read that they can read to learn.

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

Garner Elementary is committed to working together with families and the community to cultivate students while providing a rigorous curriculum for all students they become and exceed proficiency expectations.

#### School Environment

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

Students at Garner Elementary have character education as apart of their daily instruction. Students with a Goal (SWAG) is the designated first 15 minutes of the school day presented using technology to review monthly keys to character. Lessons include activities that assist with classroom culture building and complimenting PBS support teacher/student relationships and rapport in classrooms school-wide.

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

Garner staff and students foster a safe and respectful environment before, during and after school via the school-wide PBS model.

##### **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**

The school-wide behavioral system is inclusive of minor and major infractions as identified through the PBS model and Student Code of Conduct. Systems that aid in minimizing distractions in the classroom include focused time on task (instruction), the use of student collaboration in class, and use of specific praise as students make positive choices.

##### **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**

Garner staff addresses student social-emotional needs via check- in/check-out system, mentoring, small group counseling for those students identified in Tier 2 MTSS. Teachers host parent conferences to inform and collaborate with families to address student concerns, academic, and social progressions.

#### 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**

The early warning system is used to assist in identifying students with attendance and behavioral concerns. The terminal operator, guidance counselor, and social worker address students with attendance issues weekly.

Letters are sent home to parents as students have over 5 or more days of school absences. The social worker continues to follow the protocols and procedures towards persecution of parents that continue to allow their children to be delinquent from school.

For students with more than three suspensions, intervention conferences are held to address behavioral concerns with the parents with the guidance counselor, administration and homeroom teacher present. A plan is developed plan for individual success targeting specific behaviors.

**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	18	17	18	17	9	13	92
One or more suspensions	2	3	1	4	5	1	16
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	16	6	26

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Interventions include: small group assistance with Interventionists (Reading and Math), tutoring help for ESOL students after school, one to one tutoring for students in grades K-3, additional hour of intensive reading instruction (Tiger Time), students may also participate in PEP Tutoring sponsored through the Learning Resource Center (grades 1-5).

**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/49082>.

**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**

Garner PTO Board meets regularly to discuss and plan activities for gaining community support for staff and students. The administration also attends Winter Haven Chamber/PEP meetings monthly to network with local businesses and community persons to brainstorm and implement new ways of establishing rapport and building new relationships.

**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
Richardson, Crystal	Principal
Edwards, Keli	Other
Giles, Tia	Instructional Coach
Kok, Amy	Instructional Technology
Larrousse, Peter	Instructional Coach
Merritt, Grace	Other
Saporta, Melody	Teacher, ESE
Towles, Alatheia	Assistant Principal
Gunter, Elizabeth	Guidance Counselor
Ali, Giatri	Other

**Duties**

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

Principal and AP: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

PS/Rtl Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Network Manager: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Teachers- We have one Math Academic Coach, one Math Resource Teacher, one Writing Resource Teacher, one Reading Academic Coach, one Title One Facilitator, one LEA – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

***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 Principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of RtI; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectation with the school staff for the implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based RtI plans and activities.

Title I, Part A

Title I, Part A, funds school-wide services Garner Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Garner Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition,

School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Garner Elementary are used to purchase technology.

**Title III**

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

**Title X- Homeless**

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

**Supplemental Academic Instruction (SAI)**

Garner does not have any SAI units.

**Violence Prevention Programs**

Garner Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

**Nutrition Programs**

Garner Elementary is a location for the summer feeding program for the community.

**Housing Programs**

Students with housing needs are referred to the Homeless Student Advocate.

**Head Start**

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-K to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with Kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

**Adult Education**

Not applicable

**Career and Technical Education**

Not applicable

**Job Training**

Not applicable

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Karen Wilson	Parent
William Alexander	Business/Community
Jessica Camp	Parent
Terry Camp	Parent
Dawn Black	Parent
Candice Cross	Business/Community
Keli Edwards	Teacher
Melody Saporta	Teacher
Tia Giles	Teacher
Grace Merritt	Teacher
Peter Larrousse	Teacher
Tanika Tidwell	Education Support Employee
Mirlande Romulus	Education Support Employee

### 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*

The School Advisory Council reviewed the School Improvement Plan (2013-14) with all stakeholders. Members of the council will also review the current 2014-15 plan to compare data from year to year. School grade comprised of gains from a F grade to a D grade that was 27 points away from a C.

*Development of this school improvement plan*

School Advisory Council assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

*Preparation of the school's annual budget and plan*

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

No funds available.

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

No

*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
Richardson, Crystal	Principal
Edwards, Keli	Teacher, K-12
Giles, Tia	Instructional Coach
Kok, Amy	Teacher, K-12
Larrousse, Peter	Instructional Coach
Merritt, Grace	Teacher, K-12
Ali, Giatri	Other

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiatives for the 2013-14 school year are: Create a school-wide initiative; train teachers how to use the Literacy Block using the team approach and provide and plan for cross-curriculum Reading Literacy to include technology; establish and maintain facilitated collaborative common planning times - creating rigorous lessons, activities and common assessments; higher expectations for student achievement.

## 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**

Garner teachers are encouraged to build effective collaboration through weekly grade level meetings, meetings with Academic Coaches, and with Administration.

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

The following school strategies will be used to recruit and retain highly qualified, certified-in-field, effective teachers to the school are: administration will select candidates from the district's Recruiting & Hiring System to employ a faculty with the instructional proficiencies needed for the school population served; administration and instructional coaches will provide professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by focusing on student and professional learning in the school that is linked to system wide objectives and the school improvement plan; identifying faculty instructional proficiency needs; aligning faculty development practices with system objectives, and using instructional technology as a learning tool for students and faculty; new teachers in the profession and new to the school will be assigned to Instructional coaches for mentoring and support throughout the year.

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

Teachers new to Garner Elementary will be paired with instructional coaches and other leadership team members to help them learn the many initiatives implemented and provided support throughout the school year. Mentor and mentee will meet the first two months of school weekly and then every other week. During these meetings, important instructional practices and any other important school practices will be taught, modeled, and discussed. Mentees will be able to address any questions or concerns they have.

## 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**

Instructional Programs are facilitated by each academic coach on separate days for grade level collaboration about the Standard to be taught. Teachers work towards developing lesson plans with content coaches during collaborative planning sessions.

#### 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**

Student data is collected from weekly assessments, IMPROVE testing, and unit assessments to build data analysis charts for review with teachers and students. Data collected is used to create flexible groups for differentiated instruction.

**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:** Extended School Day

**Minutes added to school year:** 1,080

Students in grades 3-5 will meet 6 Saturdays in the second semester for enrichment activities that focuses upon reading across all content areas.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

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

Pre and Post tests data will be used to monitor and analyzed to determine the effectiveness of the 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**

Garner Elementary has had a PreK program for 5 years. PreK CDATs are included in all professional development and training offered by the school. Local PreK programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K

teacher coordinates with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of Language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age appropriate to our students. The funding is received through District School Readiness, Operational Budget and Federal Funds through District Child Find.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month. New Kindergarten students can enroll all summer long and the school secretary sets up several night enrollment dates to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

### 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.** Garner will sustain a culture that is welcoming, safe, and of positive rapport with all stakeholders.
  
- G2.** With support teachers will collaboratively plan and deliver Standards-based instruction with use of research best practices and fidelity in all content areas.

## 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. Garner will sustain a culture that is welcoming, safe, and of positive rapport with all stakeholders.** 1a

G052888

**Targets Supported** 1b

Indicator	Annual Target
	100.0

**Resources Available to Support the Goal** 2

- Clean classrooms & school buildings (inside and outside)
- New Furniture and Teaching Materials for Teachers
- Recognition of Staff & Students (certificates, gift cards, gifts, specific praises)
- Redecorate and clean teacher work area, teacher mail room, main office entrance, main office lobby
- Specialized Parking Spaces (Teacher of the Month & School-Related Person of the Month)
- Professional Development on Supportive Environments
- School-wide assemblies for student and staff recognition with invitation to community/families to attend
- Landscaping and beautification projects on grounds of campus
- Positive Behavior Support Rewards and Incentives for Staff and Students

**Targeted Barriers to Achieving the Goal** 3

- Lack of upkeep of the physical plant
- Student behavior

**Plan to Monitor Progress Toward G1.** 8

Staff, student, visitors morale increase via demonstrated behavior

**Person Responsible**

Crystal Richardson

**Schedule**

Monthly, from 7/1/2014 to 6/5/2015

**Evidence of Completion**

Title One Parent Survey, Feedback on Monthly Teacher/ Support Person of the Month Surveys, Comments from all parties via word of mouth

**G2.** With support teachers will collaboratively plan and deliver Standards-based instruction with use of research best practices and fidelity in all content areas. 1a

G043049

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0
FSA - Mathematics - Proficiency Rate	47.0
FSA - English Language Arts - Proficiency Rate	47.0
FCAT 2.0 Science Proficiency	43.0
	41.0

**Resources Available to Support the Goal** 2

- Lesson Study PLCs Coaches/resource teachers Administrative Support

**Targeted Barriers to Achieving the Goal** 3

- Teachers Lack Knowledge of Best Practices
- Teachers Lack Understanding of How to Plan and Deliver SBI

**Plan to Monitor Progress Toward G2.** 8

Journey Observation Tool

**Person Responsible**

Crystal Richardson

**Schedule**

Biweekly, from 9/16/2014 to 6/5/2015

**Evidence of Completion**

Journey walkthrough evaluations/formal observations

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## 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.** Garner will sustain a culture that is welcoming, safe, and of positive rapport with all stakeholders. **1**

 G052888

**G1.B1** Lack of upkeep of the physical plant **2**

 B133268

**G1.B1.S1** The exterior and interior of campus grounds will be more closely monitored as related to cleanliness and inviting presentation. **4**

 S153038

#### Strategy Rationale

Increase morale of stakeholders

#### Action Step 1 **5**

All stakeholders will participate in the upkeep of grounds and facilities

#### Person Responsible

Crystal Richardson

#### Schedule

Daily, from 6/30/2014 to 6/30/2015

#### Evidence of Completion

Maintained cleanliness of plant internal and external

**Action Step 2** 5

Beautification Projects Interior (classrooms and offices)

**Person Responsible**

Crystal Richardson

**Schedule**

Weekly, from 6/30/2014 to 6/30/2015

**Evidence of Completion**

Modifications to decor and purchasing of new supplies & materials for classrooms

**Action Step 3** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

Consistent monitoring of the plant will be ongoing

**Person Responsible**

Crystal Richardson

**Schedule**

Daily, from 6/30/2014 to 6/30/2015

**Evidence of Completion**

School work orders, receipts of purchases for transformations in decor and design, landscape upgrades, and evaluations of custodial cleanliness inspections will serve as evidences.

**G1.B2 Student behavior** 2

B133269

**G1.B2.S1** Staff will implement the effective use of research based strategies and techniques that will increase authentic student learning tasks. 4

S153114

**Strategy Rationale**

Increase student authentic engagement in learning.

**Action Step 1** 5

Design Positive Behavior Support Program

**Person Responsible**

Alathea Towles

**Schedule**

Monthly, from 11/18/2014 to 6/5/2015

**Evidence of Completion**

PBS Manual, Activities Outline, Tiger Paws use Campus-wide, use of other PBS Incentives

**Action Step 2** 5

Problem Solving Meetings ie. Intervention Conferences

**Person Responsible**

Elizabeth Gunter

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Problem Solving Forms from sessions, student behavior, attendance, academic plans developed

**Action Step 3** 5

Professional Development on Social Emotional Learning

**Person Responsible**

Alathea Towles

**Schedule**

Weekly, from 11/13/2014 to 12/4/2014

***Evidence of Completion***

Agenda of PLCs, Sign in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review of Discipline Referrals Data

**Person Responsible**

Alathea Towles

**Schedule**

Monthly, from 11/13/2014 to 6/5/2015

***Evidence of Completion***

Discipline data analysis (Genesis) will be used alongside review of PBS supports in place to monitor effective implementation of positive support on student behaviors.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review of Discipline Referrals Data, PBS Model, and Student Interventions of MTSS

**Person Responsible**

Crystal Richardson

**Schedule**

Monthly, from 12/1/2014 to 6/1/2015

***Evidence of Completion***

Discipline data analysis (Genesis) will be used alongside review of PBS supports in place to monitor effective implementation of positive support on student behaviors.

**G2.** With support teachers will collaboratively plan and deliver Standards-based instruction with use of research best practices and fidelity in all content areas. 1

G043049

**G2.B1** Teachers Lack Knowledge of Best Practices 2

B105190

**G2.B1.S1** Teachers will participate in Professional Development on research based instructional practices 4

S116474

### Strategy Rationale

Professional Development will increase teacher understanding of the instructional expectations.

### Action Step 1 5

Provide Professional Development on Best Practices that Address SBI, collab. structures, writing across the curriculum

#### Person Responsible

Crystal Richardson

#### Schedule

Weekly, from 10/14/2014 to 5/30/2015

#### Evidence of Completion

Agendas, sign-in sheet, handouts from each curriculum Coach used during each planning session

### Action Step 2 5

Teachers Observe Model Teachers/ Coach Modeling of best practice sand receive support

#### Person Responsible

Crystal Richardson

#### Schedule

Monthly, from 9/11/2014 to 1/1/2015

#### Evidence of Completion

Coaches lesson plans, Garner Teacher Reflection Tool for Observations, Coaches Cycle

### Action Step 3 5

School Based Leadership Team will conduct classroom walkthroughs to provide feedback on implementation of best practices and direct coaching support

**Person Responsible**

Crystal Richardson

**Schedule**

Weekly, from 8/28/2014 to 3/31/2015

**Evidence of Completion**

PLC's agenda, sign-in sheets, any handouts used per session

### Action Step 4 5

Grade chairs will participate in Book Study:Focus by Mike Schmocker and share with teachers on their grade level effective research based instructional strategies

**Person Responsible**

Crystal Richardson

**Schedule**

Quarterly, from 12/2/2014 to 3/31/2015

**Evidence of Completion**

Grade Chair Meeting Agenda, Handouts

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

Instructional delivery will reflect a focus on the standards and the use of rubrics. Questions asked during walkthroughs will check for student understanding of the focus of instruction.

Student artifacts will provide evidence of rigorous expectations aligned to the standards.

**Person Responsible**

Crystal Richardson

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

feedback from lesson plans and instructional delivery, walkthrough data, student artifacts, leadership team minutes, coaching logs

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

Student achievement data from assessments: FAIR, classroom assessments, Classroom walkthrough data, FL Assessments data

### Person Responsible

Crystal Richardson

### Schedule

On 6/5/2015

### Evidence of Completion

Data trends from above documents will indicate Increased student achievement across curricular areas.

## G2.B2 Teachers Lack Understanding of How to Plan and Deliver SBI 2

 B139522

G2.B2.S1 Develop a structure of collaborative planning with a system to monitor instructional delivery.

4

 S151583

### Strategy Rationale

Collaborative planning will assist teachers' focus on the Standards when creating Standards-based lessons for instructional delivery.

## Action Step 1 5

Create a structure of collaborative planning to support unpacking the Standard and developing Standards based lessons with teacher support roles.

### Person Responsible

Crystal Richardson

### Schedule

Weekly, from 10/13/2014 to 6/5/2015

### Evidence of Completion

Standards Alignment Tool, agenda, lesson plans, coaches logs

## Action Step 2 5

Administration will conduct observations to monitor teacher implementation of Standards-Based lesson plans, provide feedback, and coaching support

### **Person Responsible**

Crystal Richardson

### **Schedule**

Biweekly, from 10/13/2014 to 6/5/2015

### **Evidence of Completion**

Coach roles, lesson plans, informal observation tool

## Action Step 3 5

Leadership Team will review and provide feedback on lesson plans and provide support as needed

### **Person Responsible**

Crystal Richardson

### **Schedule**

Monthly, from 12/1/2014 to 2/27/2015

### **Evidence of Completion**

lesson plan with feedback

## Action Step 4 5

Develop a Common Assessment and create a plan to administer and monitor data

### **Person Responsible**

Crystal Richardson

### **Schedule**

Monthly, from 12/1/2014 to 4/30/2015

### **Evidence of Completion**

Assessment plan, student data, common assessments

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

Collaborative planning will be monitored by administration attendance of sessions

**Person Responsible**

Crystal Richardson

**Schedule**

Weekly, from 10/13/2014 to 6/5/2015

**Evidence of Completion**

Collaborative planning agendas, sign-in sheets, handouts, journey observations/evaluations, coaching informal notes

**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
G2.B1.S1.A1	Provide Professional Development on Best Practices that Address SBI, collab. structures, writing across the curriculum	Richardson, Crystal	10/14/2014	Agendas, sign-in sheet, handouts from each curriculum Coach used during each planning session	5/30/2015 weekly
G2.B2.S1.A1	Create a structure of collaborative planning to support unpacking the Standard and developing Standards based lessons with teacher support roles.	Richardson, Crystal	10/13/2014	Standards Alignment Tool, agenda, lesson plans, coaches logs	6/5/2015 weekly
G1.B1.S1.A1	All stakeholders will participate in the upkeep of grounds and facilities	Richardson, Crystal	6/30/2014	Maintained cleanliness of plant internal and external	6/30/2015 daily
G1.B2.S1.A1	Design Positive Behavior Support Program	Towles, Alatheia	11/18/2014	PBS Manual, Activities Outline, Tiger Paws use Campus-wide, use of other PBS Incentives	6/5/2015 monthly
G2.B1.S1.A2	Teachers Observe Model Teachers/ Coach Modeling of best practice sand receive support	Richardson, Crystal	9/11/2014	Coaches lesson plans, Garner Teacher Reflection Tool for Observations, Coaches Cycle	1/1/2015 monthly
G2.B2.S1.A2	Administration will conduct observations to monitor teacher implementation of Standards-Based lesson plans, provide feedback, and coaching support	Richardson, Crystal	10/13/2014	Coach roles, lesson plans, informal observation tool	6/5/2015 biweekly
G1.B1.S1.A2	Beautification Projects Interior (classrooms and offices)	Richardson, Crystal	6/30/2014	Modifications to decor and purchasing of new supplies & materials for classrooms	6/30/2015 weekly
G1.B2.S1.A2	Problem Solving Meetings ie. Intervention Conferences	Gunter, Elizabeth	9/15/2014	Problem Solving Forms from sessions, student behavior, attendance, academic plans developed	6/5/2015 weekly
G2.B1.S1.A3	School Based Leadership Team will conduct classroom walkthroughs to provide feedback on implementation of best practices and direct coaching support	Richardson, Crystal	8/28/2014	PLC's agenda, sign-in sheets, any handouts used per session	3/31/2015 weekly
G2.B2.S1.A3	Leadership Team will review and provide feedback on lesson plans and provide support as needed	Richardson, Crystal	12/1/2014	lesson plan with feedback	2/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	[no content entered]			one-time	
G1.B2.S1.A3	Professional Development on Social Emotional Learning	Towles, Alatheia	11/13/2014	Agenda of PLCs, Sign in Sheets	12/4/2014 weekly
G2.B1.S1.A4	Grade chairs will participate in Book Study:Focus by Mike Schmocker and share with teachers on their grade level effective research based instructional strategies	Richardson, Crystal	12/2/2014	Grade Chair Meeting Agenda, Handouts	3/31/2015 quarterly
G2.B2.S1.A4	Develop a Common Assessment and create a plan to administer and monitor data	Richardson, Crystal	12/1/2014	Assessment plan, student data, common assessments	4/30/2015 monthly
G1.MA1	Staff, student, visitors morale increase via demonstrated behavior	Richardson, Crystal	7/1/2014	Title One Parent Survey, Feedback on Monthly Teacher/ Support Person of the Month Surveys, Comments from all parties via word of mouth	6/5/2015 monthly
G1.B1.S1.MA1	Consistent monitoring of the plant will be ongoing	Richardson, Crystal	6/30/2014	School work orders, receipts of purchases for transformations in decor and design, landscape upgrades, and evaluations of custodial cleanliness inspections will serve as evidences.	6/30/2015 daily
G1.B2.S1.MA1	Review of Discipline Referrals Data, PBS Model, and Student Interventions of MTSS	Richardson, Crystal	12/1/2014	Discipline data analysis (Genesis) will be used alongside review of PBS supports in place to monitor effective implementation of positive support on student behaviors.	6/1/2015 monthly
G1.B2.S1.MA1	Review of Discipline Referrals Data	Towles, Alatheia	11/13/2014	Discipline data analysis (Genesis) will be used alongside review of PBS supports in place to monitor effective implementation of positive support on student behaviors.	6/5/2015 monthly
G2.MA1	Journey Observation Tool	Richardson, Crystal	9/16/2014	Journey walkthrough evaluations/formal observations	6/5/2015 biweekly
G2.MA2	[no content entered]			one-time	
G2.B1.S1.MA1	Student achievement data from assessments: FAIR, classroom assessments, Classroom walkthrough data, FL Assessments data	Richardson, Crystal	10/1/2014	Data trends from above documents will indicate Increased student achievement across curricular areas.	6/5/2015 one-time
G2.B1.S1.MA1	Instructional delivery will reflect a focus on the standards and the use of rubrics. Questions asked during walkthroughs will check for student understanding of the focus of instruction. Student artifacts will provide evidence of rigorous expectations aligned to the standards.	Richardson, Crystal	9/1/2014	feedback from lesson plans and instructional delivery, walkthrough data, student artifacts, leadership team minutes, coaching logs	6/5/2015 weekly
G2.B2.S1.MA1	Collaborative planning will be monitored by administration attendance of sessions	Richardson, Crystal	10/13/2014	Collaborative planning agendas, sign-in sheets, handouts, journey observations/ evaluations, coaching informal notes	6/5/2015 weekly

## 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.*

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0