

Sarasota County Schools

Garden Elementary School



2017-18 School Improvement Plan

Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	61%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota 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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Garden Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of the Garden Elementary community is to provide students with meaningful learning experiences through the use of individualized instruction, technology, collaborative learning, and community involvement. Student success will be measured by ongoing assessment. Garden's mission will be accomplished through the collaboration of students, staff, and parents.

b. Provide the school's vision statement

The Garden Elementary community is dedicated to providing a supportive environment where all children have the opportunity to achieve their highest potential.

2. School Environment

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

This process occurs at multiple levels. Teachers use student inventories at the beginning of the year to learn about cultures and any pertinent religious beliefs. Teachers learn about home and family life through parent conferences and Open House. Teachers consistently work to making connections and build relationships with students and their families. The SWST/CARE team members learn about students' academic, social and emotional needs through meetings with teachers and parents.

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

"Garden Grows Character" is a character education program that identifies and recognizes eight areas of character development that are essential to develop good productive citizens above and beyond the realm of academics.

Eight character traits (August/September – Responsibility, October – Friendship, November/December – Caring, January – Respect, March– Honesty, April – Courtesy & Courage, May – Gratitude) are presented and integrated throughout the curriculum. Staff members nominate students to be recognized for exhibiting that months' character trait. Students are recognized on our morning news program, on a prominent hallway display and celebrated at a monthly breakfast in which parents/guardians are invited to join in the celebration. Parents/guardians are encouraged to display the car magnets awarded at the recognition breakfast to remind the community that the occupant of the car has been recognized at for having good character by Garden Elementary.

c. 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 Positive Behavior Support (PBS) system is overseen by the Behavior Specialist using CHAMPS throughout the school campus. Staff were trained in all the components of CHAMPS and how to implement it into their classroom. CHAMPS is a school wide behavior expectation program. (C=Conversation, H=Help, A=Activity, M=Movement, P=Participation S= Success for all). There is a ladder system that students move up to earn rewards for demonstrating CHAMPS behavior. Student assemblies were held to teach CHAMPS expectations in all common areas including the cafeteria,

Parent Pick-Up and Buses. Celebration Ladders have also been incorporated in all classrooms to recognize students for positive behavior.

Positive Office Referrals are awarded when desirable behaviors are witnessed by school staff. Students earning positive office referrals are recognized weekly on our morning news broadcast.

d. 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 School Wide Support Team, grade level Collaborative Planning Teams and the Children at Risk in Education team monitor, collaborate and implement instruction and intervention to help to meet the social and emotional needs of students. Restorative circles are used by the counselor and classroom teachers to help students work through conflicts in a productive manner. The school counselor provides CAARS (Counseling As A Related Service) to students whose IEPs indicate a need for this support. The Behavior Support Teacher provides individualized interventions to help meet the social and emotional needs of students, as determined by the SWST and CARE team. Interventions are progress monitored and modified, as needed, to support students with meeting social and emotional goals. District appointed psychologists, social workers, truancy support staff and a county health nurse participate with staff in this process.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

A district managed early warning system helps track and identify students who meet two or more of the early warning indicators which include:

- Attendance below 90%
- One or more suspensions
- Course failure in ELA or Math
- A Level 1 on the ELA or Math FSA

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	10	4	9	6	3	10	0	0	0	0	0	0	0	42
One or more suspensions	14	10	15	2	3	8	0	0	0	0	0	0	0	52
Course failure in ELA or Math	1	2	6	6	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	21	19	19	0	0	0	0	0	0	0	59

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	1	3	1	7	0	0	0	0	0	0	0	13

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

Garden Elementary teachers meet once a week for PLC meetings. During these meetings, teachers discuss students who are having academic/behavior/attendance difficulty. Based on grade level discussion, teachers will begin Tier 2 interventions and document student progress. At the end of the interventions, those students who do not respond positively to the interventions will be brought to the SWST team. The classroom teacher will discuss student progress. The SWST team will assist the classroom teacher in writing the Tier 3 interventions. The teacher will implement these for a minimum of 4 weeks. If, after that amount of time, there is not positive response to Tier 3 instruction, the SWST team may revise the current interventions or recommend that the child be placed on the CARE agenda. The CARE team will review the student's academic/behavior history and make decisions/recommendations based on student need.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents are encouraged to participate in the PTSO, volunteer in classrooms and chaperone field trips, as well as perform non academic clerical assistance from home or in the school. Grade level parent information nights are scheduled to address the Florida Standards, report cards, and the on-line parent portal that can be used to monitor progress. Parents are encouraged to attend Harvest Festival and PTSO events. A weekly e-newsletter will be sent to families to maintain positive home/school communication.

2. 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 Elementary has an "Adopt-A- Class" program is maintained that allows individual or businesses to adopt a classroom or program and monetarily assist in the purchase of needed classroom supplies or resources. Our PTSO solicits business partnerships that permits them to support classroom initiatives like educational field trips, curricular support materials and assemblies. Additionally, The Lift Church has a food pantry specifically for Garden families who are in need.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Archer, Amy	Principal
O'Berry, Gabrielle	Guidance Counselor
Webb, Emilie	Administrative Support
Carey, John	Assistant Principal
Atha, Pamela	Teacher, ESE

b. Duties

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

The responsibility of each school based leadership member is described below. The SIP plan is primarily the responsibility of the Principal with input from the leadership team, SAC, and Curriculum Leaders.

2. 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

Each support team member is assigned one or more grade levels to progress monitor assessments, attend PLC meetings monthly to facilitate discussion of Tier II students to determine if intensity and/or frequency of interventions should be adjusted. When the decision is made to seek support from the SWST team, the support team member will assist the classroom teacher in collecting and presenting relevant data to the SWST committee.

Backpack program, Food Pantry, and Cooking Matters Instruction all facilitated by the All Faiths Food Bank will address the hunger needs of over 60% of Garden students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Archer	Principal
Mischa Kirby	Parent
Lauren Hunt	Parent
Jackie Speelman	Business/Community
Gary VanGieson	Business/Community
Lina Howard	Teacher
Patricia Curcio	Teacher
Daniela Gomez	Parent
Kathleen Kennedy	Education Support Employee
Nathan Cowan	Parent
Pamela Atha	Teacher
John Carey	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

School Improvement Plan is shared with SAC before submission for their input. Performance data are shared as they relate to the previous year's SIP.

b. Development of this school improvement plan

The School Advisory Council reviews, provides input and approves the plan at the initial SAC meeting. The plan is then reviewed mid-year as data is made available on how students are progressing on the goals.

c. Preparation of the school's annual budget and plan

Budget/staffing spreadsheet is presented to a joint meeting of SAC and our Shared Decision Making Team for their consent.

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

School Improvement funds were used to support our K-5 Character Education program and to purchase snacks to support 3rd-5th grade FSA testing.

Character Education: \$380.13

Testing Snacks: \$271.05

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Archer, Amy	Principal
Robertson, Jennifer	Teacher, K-12
Carroll, Celeste	Teacher, K-12
Etheridge, Lori	Teacher, K-12
Bellanca, Stacy	Teacher, K-12
Duyn, Grace	Teacher, K-12
Hancock, Jan	Teacher, K-12
Tuerk, Tracy	Teacher, ESE
Carey, John	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Garden's LLT communicates to their team decisions and procedures as related to the implementation of the Florida Standards and information relating to the Florida Standards Assessment. They solicit needs for staff development relating to the new standards and assessment and encourage attendance at related staff in-services and collaboration and communication of needs to drive instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

One Collaborative Planning Team (CPT) meeting per week is utilized to progress monitor and implement the MTSS/SWST process to identify struggling students and assign Tiers of interventions to address identified learning challenges. Administration will provide professional development in Visible Learning. Additionally, Individual Professional Development Plans require teachers to collaborate with school personnel as they work toward goal accomplishment. This time is also utilized to identify materials and resources needed to support the implementation of the Florida Standards and Instructional Focus Guide. The district will provide training in Maximizing Math Mentality for all teachers in grades kindergarten through fifth.

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

All newly hired instructional staff members are assigned a SCIP mentor to support the retention of highly qualified teachers. SCIP mentors provide ongoing support and training throughout the school year. The school openly encourages local universities to send us interns. These interns are offered real world PRIDE observation feedback and mock interviews to further enhance their intern experience and provide insight to administration for talented candidates for future positions.

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

Garden Elementary adheres to all required components of Sarasota County's SCIP mentoring program. SCIP mentors meet with their mentees weekly to complete components of the SCIP program. Time is also spent at weekly meetings to provide support and coaching with challenges and celebrate successes. Mentors and mentees are paired either by common grade level, compatible personalities, or common experiences.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

A Link for the Florida Standards Guide is available online to each instructional staff member through Blackboard Learn.. This guide will be used during CPT's and for teacher lesson planning purposes to align lessons to the standards.

b. Instructional Strategies

1. 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

Each grade level enters assessment data on a spreadsheet to support progress monitoring efforts. The progress monitoring spreadsheet is formatted to color code student data that is below the proficiency level. Teachers provide supplemental support to students who do not demonstrate proficiency. Examples assessments recorded on the progress monitoring sheet are: I-Ready, common reading, math and science summative assessments.

2. 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: 2,100

Garden offers after school enrichment clubs including: Band, Chorus, Girls On The Run, Garden, and STEM Club.

Strategy Rationale

Providing enrichment clubs creates opportunities for students to receive a more well-rounded education experience and helps students stay connected to the school community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Archer, Amy, amy.archer@sarasotacountyschools.net

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

After school club attendance data will be reviewed to determine if clubs are meeting the interest level of students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The STAR early literacy assessment is administered within the first 30 days of school and local assessment administered prior to school starting helps determine classroom placement and provides valuable information on readiness skills for incoming kindergarten students. An orientation for incoming Kindergarten parents is held annually in the Spring to introduce them to Garden Elementary. Fifth grade students are bused to the local middle school to acquaint themselves with the physical campus and observe 6th graders engaged in classes. The school counselor and ESE liaison meet with middle school personnel to share special learning and emotional needs of select students bound for their schools.

b. College and Career Readiness

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

Garden Elementary will promote Career Awareness through the Kids News Network (KNN). KNN is a morning news program produced by students which will introduce students to the working world they will one day enter.

Fifth grade students will participate in a Junior Achievement program in basic economic principles. Students will then take a field trip to BizTown. BizTown is an indoor center that contains a mini city with up to 23 public and private businesses bringing the town to life for the students.

Garden also promotes participation in Take Your Son/Daughter to Work Day. This event allows

parents to share their work experiences with their child.

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

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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Attendance Goal: There will be a 10 percent decrease in the number of students with less than 90% attendance rate.
- G2.** SUSPENSION GOAL - By the year 2018, we will maintain or decrease the suspensions from the previous school year.
- G3.** READING GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.
- G4.** READING LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain.
- G5.** MATH GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.
- G6.** MATH LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 2% point increase for all students when 70% or more are currently demonstrating an annual learning gain.
- G7.** SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency.

Strategic Goals Detail

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

G1. Attendance Goal: There will be a 10 percent decrease in the number of students with less than 90% attendance rate. 1a

G093744

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	38.0

Targeted Barriers to Achieving the Goal 3

- Student illness and personal family situations

Resources Available to Help Reduce or Eliminate the Barriers 2

- SWST Team
- District Initiatives
- School Social Worker
- Truancy Officer

Plan to Monitor Progress Toward G1. 8

Attendance data will be reported at monthly SWST meetings..

Person Responsible

John Carey

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Attendance reports, SWST agendas

G2. SUSPENSION GOAL - By the year 2018, we will maintain or decrease the suspensions from the previous school year. 1a

G089225

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	16.0

Targeted Barriers to Achieving the Goal 3

- Garden is mid-county EBD Cluster Site.
- Training and support is required to appropriately respond to behaviors of concern.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Support Staff

Plan to Monitor Progress Toward G2. 8

Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the School-Wide Decision Making Team.

Person Responsible

Emilie Webb

Schedule

Monthly, from 8/7/2017 to 5/29/2018

Evidence of Completion

Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

G3. READING GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

G089226

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Familiarity with the depth and complexity of the curriculum - Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intervention/enrichment blocks are included to the instructional day to allow targeted instruction on specific skills to identified students utilizing progress monitoring and assessment results.
- PD during CPT's will include Progress Monitoring, Visible Learning and team planning.
- i-Ready will be utilized for reports and reading interventions.
- Instructional Focus Guide in Blackboard LEARN

Plan to Monitor Progress Toward G3. 8

Progress monitoring Spread sheets MTSS interventions, and IEP implementation across the grade levels.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.

G4. READING LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1a

G089227

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Identifying and responding to students who are not making adequate learning gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready reports
- MTSS data
- Progress monitoring spreadsheets

Plan to Monitor Progress Toward G4. 8

I-Ready diagnostic data will be analyzed to determine whether or not students demonstrated gains.

Person Responsible

John Carey

Schedule

Triannually, from 9/11/2017 to 5/18/2018

Evidence of Completion

I-Ready diagnostic data

G5. MATH GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

G089228

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Support is needed to enhance alignment of tasks and DOK levels within the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District math professionals are scheduled for staff in-services on implementation of instructional rounding. Professional development CPT sessions will focus on researching alignment of activities to the Depth of Knowledge level within the standards.
- i-Ready online instruction and Toolbox
- Math journaling with written rationale and explanations are strongly encouraged and monitored on math classes. To be able to explain thought processes and explore alternative paths strengthens student comprehension and application of math concepts.
- District Math Wiki site and Math Instructional Focus Guide

Plan to Monitor Progress Toward G5. 8

Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation across the grade levels.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Reports, graphs, charts, assessments, journals, CPT logs

G6. MATH LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 2% point increase for all students when 70% or more are currently demonstrating an annual learning gain. 1a

G089229

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Identifying and responding to students who are not making adequate learning gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready
- MTSS portfolios
- Progress monitoring spreadsheets
- Go Math
- Math Wiki site

Plan to Monitor Progress Toward G6. 8

Progress monitoring spread sheets MTSS interventions, and IEP implementation across the grade levels.

Person Responsible

John Carey

Schedule

Triannually, from 9/11/2017 to 5/18/2018

Evidence of Completion

I-Ready diagnostic data

G7. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. 1a

G089230

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Support is needed to enhance alignment of tasks and DOK levels within the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab on the Specials Wheel
- Science Fusion textbook and web site
- BrainPOP

Plan to Monitor Progress Toward G7. 8

Monitor progress in Science instruction student achievement, and application of skills

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

common assessments, observations, PLC reports.

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. Attendance Goal: There will be a 10 percent decrease in the number of students with less than 90% attendance rate. **1**

 G093744

G1.B1 Student illness and personal family situations **2**

 B251587

G1.B1.S1 Students will be discussed in CPT and at SWST meetings. Letters will be sent to parents to comply with district standards and protocols. **4**

 S265348

Strategy Rationale

Raising awareness of attendance policies and addressing the needs of students will increase student participation in school.

Action Step 1 **5**

SWST will review and discuss attendance concerns.

Person Responsible

Gabrielle O'Berry

Schedule

Weekly, from 9/4/2017 to 5/24/2018

Evidence of Completion

SWST agenda and notes

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

Attendance will be monitored and parents notified as appropriate via phone, email or letters.

Person Responsible

John Carey

Schedule

Weekly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Attendance letters, SWST notes, attendance reports, and parent conference forms.

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

There will be a decrease in the number of students with attendance rate of 90% or less

Person Responsible

John Carey

Schedule

Weekly, from 9/4/2017 to 5/24/2018

Evidence of Completion

SWST agenda and notes, attendance letters and Parent Conference forms.

G2. SUSPENSION GOAL - By the year 2018, we will maintain or decrease the suspensions from the previous school year. 1

G089225

G2.B1 Garden is mid-county EBD Cluster Site. 2

B237621

G2.B1.S1 Train and support staff in responding to misconduct using de-escalation techniques and help create effective interventions to reduce negative behaviors. 4

S250305

Strategy Rationale

By creating a positive learning environment that minimizes behavior incidents and training teachers to effectively respond, fewer behaviors will escalate to a level that requires a suspension.

Action Step 1 5

CPI (Crisis Response Training)

Person Responsible

Amy Archer

Schedule

On 8/9/2017

Evidence of Completion

PD Roster

Action Step 2 5

CHAMPS social skills groups

Person Responsible

Emilie Webb

Schedule

Weekly, from 9/11/2017 to 5/24/2018

Evidence of Completion

SWST reports, and discipline referrals

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

Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the School-Wide Decision Making Team

Person Responsible

Emilie Webb

Schedule

Monthly, from 8/7/2017 to 5/29/2018

Evidence of Completion

Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

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

Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the School-Wide Decision Making Team.

Person Responsible

Emilie Webb

Schedule

Monthly, from 8/7/2017 to 5/29/2018

Evidence of Completion

Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

G2.B2 Training and support is required to appropriately respond to behaviors of concern. 2

B253218

G2.B2.S1 Train and support staff in CHAMPS a school wide behavior management plan. 4

S267314

Strategy Rationale

A school wide behavior management plan will clearly define expected student conduct for all areas of the campus. Students will understand the expectations and therefore exhibit appropriate behaviors.

Action Step 1 5

Train and support staff in CHAMPS a school wide behavior management plan.

Person Responsible

Emilie Webb

Schedule

On 8/7/2017

Evidence of Completion

PD roster

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

Administration will do classroom visits and observations

Person Responsible

Amy Archer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation data through classroom visits and observations.

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

Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the School-Wide Decision Making Team

Person Responsible

Emilie Webb

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

G3. READING GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1

G089226

G3.B1 Familiarity with the depth and complexity of the curriculum - Standards 2

B237622

G3.B1.S1 Teachers will receive Visible Learning training to support a shift in the mindset from what teachers are teaching to what students are learning. This will help increase the number of students that meet proficiency in ELA. Grade level parent information nights have been scheduled to address the rigor and complexity the Florida Standards require. Support staff members will be assigned to specific grade levels to attend CPT'S to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress. 4

S250306

Strategy Rationale

Communication and collaboration are the key to successfully implement the new standards; teacher to teacher, teacher to student, and teacher to parent.

Action Step 1 5

Provide professional development during CPT sessions to increase the understanding and implementation of high impact instructional strategies.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/7/2017 to 5/29/2018

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations and visits. Provide professional development during CPT sessions to increase the understanding and implementation of high impact instructional strategies.

Person Responsible

Amy Archer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Completion of Visible Learning evidence gathering summary, agendas and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations and visits, CPT log reports

Person Responsible

Amy Archer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PRIDE observations and CPT spreadsheets on progress monitoring.

G3.B1.S2 Professional development will be provided during CPT's to provide staff an opportunity to develop and align lesson plans with writings standards. Exemplars of student writing samples will be used to guide these collaborative planning sessions. 4

 S250307

Strategy Rationale

Writing applications and assessments require students to incorporate reading content into written responses. Real world application of the writing process prepares students for assessments and enhances the application of all ELA skills.

Action Step 1 5

District staff will assist at grade levels CPT's with writing in all content areas. Support team will monitor CPT's and Administration will document during observations that pacing is adequate and professional development elements are being applied.

Person Responsible

Amy Archer

Schedule

On 10/17/2017

Evidence of Completion

weekly PLC report forms, weekly support team meeting discussions, observation comments

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observations and CPT discussions

Person Responsible

Amy Archer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Weekly monitoring of PLC reports and ongoing observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom observations

Person Responsible

Amy Archer

Schedule

Annually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Final PRIDE observations and FSA assessment.

G4. READING LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1

G089227

G4.B1 Identifying and responding to students who are not making adequate learning gains. 2

B237624

G4.B1.S1 Use i-Ready and classroom data to identify student ELA weaknesses and then implement i-Ready interventions to remediate students in small groups during intervention block. 4

S250310

Strategy Rationale

Identifying and responding to students who need support to make learning gains will increase their probability of reaching proficiency.

Action Step 1 5

Progress monitor students and provide ELA interventions using iReady profiles and associated interventions.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring spreadsheets and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom visits and observation during scheduled intervention block

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PRIDE observations and CPT Logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

CPT discussions and SWST meetings

Person Responsible

Amy Archer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT logs, SWST notes, MTSS portfolios

G5. MATH GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1

G089228

G5.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards. 2

B237625

G5.B1.S1 Professional development sessions will be provided to enhance the alignment of tasks and DOK levels within the standards. 4

S250311

Strategy Rationale

Understanding the connections between standards and DOK levels will help teachers plan instructional activities that require students to exhibit higher order thinking.

Action Step 1 5

Math Mentality professional development training

Person Responsible

Amy Archer

Schedule

On 10/26/2017

Evidence of Completion

CPT logs and observations

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

CPT report reviews and observations

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT logs and observations

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Observation notes and proficient results on FSA assessments.

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

CPT logs, observation notes and FSA student performance data

G6. MATH LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 2% point increase for all students when 70% or more are currently demonstrating an annual learning gain. 1

G089229

G6.B1 Identifying and responding to students who are not making adequate learning gains. 2

B237626

G6.B1.S1 Support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support. 4

S250312

Strategy Rationale

Identifying and responding to students who need support to make learning gains will increase their probability of reaching proficiency.

Action Step 1 5

Support teachers analyze performance data and create action plans to respond to student need.

Person Responsible

Amy Archer

Schedule

On 1/25/2018

Evidence of Completion

PD rosters and action plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom visits and observation during scheduled intervention block

Person Responsible

Amy Archer

Schedule

Weekly, from 2/1/2018 to 5/24/2018

Evidence of Completion

Classroom visits, observations, and CPT logs

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

CPT discussions and SWST meetings

Person Responsible

Amy Archer

Schedule

Weekly, from 2/1/2018 to 5/11/2018

Evidence of Completion

CPT logs, SWST notes, MTSS portfolios

G7. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. 1

G089230

G7.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards. 2

B237627

G7.B1.S1 Professional development sessions will be offered to support task alignment with DOK levels within the standards. 4

S250313

Strategy Rationale

Understanding the connections between standards and DOK levels will help teachers plan instructional activities that require students to exhibit higher order thinking.

Action Step 1 5

Science Boot Camp for fifth grade students to review standards previously taught in third and fourth grade.

Person Responsible

Amy Archer

Schedule

Daily, from 3/1/2018 to 3/30/2018

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Monitor fidelity of science standards

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Progress monitoring and student performance

Person Responsible

Amy Archer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Science Sunshine State Standards (FCAT) Assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.A1  A355412	Train and support staff in CHAMPS a school wide behavior management plan.	Webb, Emilie	8/7/2017	PD roster	8/7/2017 one-time
G2.B1.S1.A1  A326774	CPI (Crisis Response Training)	Archer, Amy	8/9/2017	PD Roster	8/9/2017 one-time
G3.B1.S2.A1  A326778	District staff will assist at grade levels CPT's with writing in all content areas. Support team...	Archer, Amy	10/17/2017	weekly PLC report forms, weekly support team meeting discussions, observation comments	10/17/2017 one-time
G5.B1.S1.A1  A326783	Math Mentality professional development training	Archer, Amy	8/30/2017	CPT logs and observations	10/26/2017 one-time
G6.B1.S1.A1  A326784	Support teachers analyze performance data and create action plans to respond to student need.	Archer, Amy	1/25/2018	PD rosters and action plans	1/25/2018 one-time
G7.B1.S1.A1  A326785	Science Boot Camp for fifth grade students to review standards previously taught in third and...	Archer, Amy	3/1/2018	Lesson plans and observations	3/30/2018 daily
G6.B1.S1.MA1  M342141	CPT discussions and SWST meetings	Archer, Amy	2/1/2018	CPT logs, SWST notes, MTSS portfolios	5/11/2018 weekly
G6.MA1  M342143	Progress monitoring spread sheets MTSS interventions, and IEP implementation across the grade...	Carey, John	9/11/2017	I-Ready diagnostic data	5/18/2018 triannually
G4.MA1  M342137	I-Ready diagnostic data will be analyzed to determine whether or not students demonstrated gains.	Carey, John	9/11/2017	I-Ready diagnostic data	5/18/2018 triannually
G5.B1.S1.MA1  M342138	Observation notes and proficient results on FSA assessments.	Archer, Amy	8/7/2017	CPT logs, observation notes and FSA student performance data	5/24/2018 quarterly
G2.B1.S1.A2  A355411	CHAMPS social skills groups	Webb, Emilie	9/11/2017	SWST reports, and discipline referrals	5/24/2018 weekly
G3.B1.S1.MA1  M342126	Classroom observations and visits, CPT log reports	Archer, Amy	8/14/2017	PRIDE observations and CPT spreadsheets on progress monitoring.	5/24/2018 weekly
G3.B1.S1.MA1  M342127	Classroom observations and visits. Provide professional development during CPT sessions to increase...	Archer, Amy	8/14/2017	Completion of Visible Learning evidence gathering summary, agendas and sign-in sheets.	5/24/2018 weekly
G1.MA1  M374611	Attendance data will be reported at monthly SWST meetings..	Carey, John	9/4/2017	Attendance reports, SWST agendas	5/24/2018 monthly
G4.B1.S1.MA1  M342135	CPT discussions and SWST meetings	Archer, Amy	8/14/2017	CPT logs, SWST notes, MTSS portfolios	5/24/2018 weekly
G4.B1.S1.MA1  M342136	Classroom visits and observation during scheduled intervention block	Archer, Amy	8/14/2017	PRIDE observations and CPT Logs	5/24/2018 monthly
G4.B1.S1.A1  A326782	Progress monitor students and provide ELA interventions using iReady profiles and associated...	Archer, Amy	8/14/2017	Progress monitoring spreadsheets and lesson plans	5/24/2018 monthly
G3.B1.S2.MA1  M342129	Classroom observations and CPT discussions	Archer, Amy	8/14/2017	Weekly monitoring of PLC reports and ongoing observations.	5/24/2018 weekly
G5.B1.S1.MA1  M342139	CPT report reviews and observations	Archer, Amy	8/14/2017	CPT logs and observations	5/24/2018 monthly
G3.B1.S2.MA1  M342128	Classroom observations	Archer, Amy	8/14/2017	Final PRIDE observations and FSA assessment.	5/24/2018 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.MA1 M342146	Monitor progress in Science instruction student achievement, and application of skills	Archer, Amy	8/14/2017	common assessments, observations, PLC reports.	5/24/2018 quarterly
G6.B1.S1.MA1 M342142	Classroom visits and observation during scheduled intervention block	Archer, Amy	2/1/2018	Classroom visits, observations, and CPT logs	5/24/2018 weekly
G2.B2.S1.MA1 M379356	Administration will do classroom visits and observations	Archer, Amy	8/14/2017	Observation data through classroom visits and observations.	5/24/2018 weekly
G7.B1.S1.MA1 M342144	Progress monitoring and student performance	Archer, Amy	8/14/2017	Science Sunshine State Standards (FCAT) Assessment	5/24/2018 monthly
G7.B1.S1.MA1 M342145	Monitor fidelity of science standards	Archer, Amy	8/14/2017	Lesson plans	5/24/2018 monthly
G3.MA1 M342134	Progress monitoring Spread sheets MTSS interventions, and IEP implementation across the grade...	Archer, Amy	8/14/2017	Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.	5/24/2018 monthly
G1.B1.S1.MA1 M374610	There will be a decrease in the number of students with attendance rate of 90% or less	Carey, John	9/4/2017	SWST agenda and notes, attendance letters and Parent Conference forms.	5/24/2018 weekly
G1.B1.S1.MA1 M374609	Attendance will be monitored and parents notified as appropriate via phone, email or letters.	Carey, John	9/4/2017	Attendance letters, SWST notes, attendance reports, and parent conference forms.	5/24/2018 weekly
G1.B1.S1.A1 A351652	SWST will review and discuss attendance concerns.	O'Berry, Gabrielle	9/4/2017	SWST agenda and notes	5/24/2018 weekly
G2.B2.S1.MA1 M379358	Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will...	Webb, Emilie	8/14/2017	Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	5/24/2018 monthly
G5.MA1 M342140	Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation...	Archer, Amy	8/14/2017	Progress Monitoring Reports, graphs, charts, assessments, journals, CPT logs	5/24/2018 monthly
G2.MA1 M342125	Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will...	Webb, Emilie	8/7/2017	Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	5/29/2018 monthly
G2.B1.S1.MA1 M342123	Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will...	Webb, Emilie	8/7/2017	Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	5/29/2018 monthly
G2.B1.S1.MA1 M342124	Behavior data will be collected and analyzed throughout the 2017-18 school year. Action plans will...	Webb, Emilie	8/7/2017	Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	5/29/2018 monthly
G3.B1.S1.A1 A326777	Provide professional development during CPT sessions to increase the understanding and...	Archer, Amy	8/7/2017	Agendas	5/29/2018 monthly

V. Professional Development Opportunities

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

G2. SUSPENSION GOAL - By the year 2018, we will maintain or decrease the suspensions from the previous school year.

G2.B1 Garden is mid-county EBD Cluster Site.

G2.B1.S1 Train and support staff in responding to misconduct using de-escalation techniques and help create effective interventions to reduce negative behaviors.

PD Opportunity 1

CPI (Crisis Response Training)

Facilitator

Michael Santagata

Participants

ESE teachers and paraprofessionals in need of renewal

Schedule

On 8/9/2017

G2.B2 Training and support is required to appropriately respond to behaviors of concern.

G2.B2.S1 Train and support staff in CHAMPS a school wide behavior management plan.

PD Opportunity 1

Train and support staff in CHAMPS a school wide behavior management plan.

Facilitator

Emilie Webb

Participants

Garden Staff

Schedule

On 8/7/2017

G3. READING GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3.B1 Familiarity with the depth and complexity of the curriculum - Standards

G3.B1.S1 Teachers will receive Visible Learning training to support a shift in the mindset from what teachers are teaching to what students are learning. This will help increase the number of students that meet proficiency in ELA. Grade level parent information nights have been scheduled to address the rigor and complexity the Florida Standards require. Support staff members will be assigned to specific grade levels to attend CPT'S to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress.

PD Opportunity 1

Provide professional development during CPT sessions to increase the understanding and implementation of high impact instructional strategies.

Facilitator

Amy Archer

Participants

Garden Instructional Staff

Schedule

Monthly, from 8/7/2017 to 5/29/2018

G3.B1.S2 Professional development will be provided during CPT's to provide staff an opportunity to develop and align lesson plans with writings standards. Exemplars of student writing samples will be used to guide these collaborative planning sessions.

PD Opportunity 1

District staff will assist at grade levels CPT's with writing in all content areas. Support team will monitor CPT's and Administration will document during observations that pacing is adequate and professional development elements are being applied.

Facilitator

Suzanne Naiman

Participants

Garden staff

Schedule

On 10/17/2017

G5. MATH GOALS - By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G5.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards.

G5.B1.S1 Professional development sessions will be provided to enhance the alignment of tasks and DOK levels within the standards.

PD Opportunity 1

Math Mentality professional development training

Facilitator

District Math Staff

Participants

Instructional staff

Schedule

On 10/26/2017

G6. MATH LEARNING GAIN GOAL- By the year 2018, there will be a minimum of a 2% point increase for all students when 70% or more are currently demonstrating an annual learning gain.

G6.B1 Identifying and responding to students who are not making adequate learning gains.

G6.B1.S1 Support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support.

PD Opportunity 1

Support teachers analyze performance data and create action plans to respond to student need.

Facilitator

John Carey

Participants

Instructional Staff

Schedule

On 1/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	SWST will review and discuss attendance concerns.	\$0.00
2	G2.B1.S1.A1	CPI (Crisis Response Training)	\$0.00
3	G2.B1.S1.A2	CHAMPS social skills groups	\$0.00
4	G2.B2.S1.A1	Train and support staff in CHAMPS a school wide behavior management plan.	\$0.00
5	G3.B1.S1.A1	Provide professional development during CPT sessions to increase the understanding and implementation of high impact instructional strategies.	\$0.00
6	G3.B1.S2.A1	District staff will assist at grade levels CPT's with writing in all content areas. Support team will monitor CPT's and Administration will document during observations that pacing is adequate and professional development elements are being applied.	\$0.00
7	G4.B1.S1.A1	Progress monitor students and provide ELA interventions using iReady profiles and associated interventions.	\$0.00
8	G5.B1.S1.A1	Math Mentality professional development training	\$0.00
9	G6.B1.S1.A1	Support teachers analyze performance data and create action plans to respond to student need.	\$0.00
10	G7.B1.S1.A1	Science Boot Camp for fifth grade students to review standards previously taught in third and fourth grade.	\$0.00
Total:			\$0.00