

Duval County Public Schools

# Gregory Drive Elementary School



2020-21 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

### Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
2431	Gregory Drive Elementary School			Y	\$299,760.00	

## Plan Assurances

### Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

### Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

### Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

### Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

### **Professional Development**

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

### **Focused Instruction**

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

## **Plan Items**

### **Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

#### **Parent and Community Liaison**

To ensure our parents and families have a person to connect to at the school. A parent liaison will be beneficial to make phone calls and be an avenue of communication with the school for parents and families. In an effort to increase communication with parents and engage families more, the parent and community liaison will support the parental involvement initiative.

All initiatives will have a virtual component embedded to ensure successful completion of the plan items.

- Gregory Drive Elementary will provide social services that will empower our students to better deal with social development barriers that impact student learning. Based on school discipline and academic data a pre-identified group of students will receive social services based on individual social development needs through programs such as Full Service and Girl Matters. School Counselor will complete Full Service referrals.

- Gregory Drive Elementary school will host several parent engagement activities, and parent academy courses (during the day and evening) utilizing the Parent Liaison Staff. The school will host the following events/parent academy courses: Math Matters (Math Event), Cultural Diversity Night (Diversity Event), Supporting Your Reader at Home, Tips for a Successful Transition to Kindergarten, Attendance Matters, Why Is Reading, Important (Literacy Event), and How to Create a FOCUS Account.

- During School Advisory Council (SAC) Meetings, the school will communicate with community stakeholders and design opportunities to create and maintain partnerships that promote education and student achievement. Administration will develop business partnerships with local companies to support school Literacy Day (guest speakers), Career Fair for parents and students. These types of activities can make learning more relevant by providing real-world examples.

## Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

### Supplemental Content Specialist

To ensure the teachers and students receive the academic support needed in Reading/ELA, Math, and Science, the school will utilize the supplemental content specialist to support classroom instruction, both whole-group and small group. The supplemental content specialist will support the high academic standards set to ensure every learning experience is aligned to standard-based instruction.

The strategies Gregory Drive Elementary will implement to establish clearly defined and measurable high academic and character standards are as follows:

- Math Interventionist (TSSSA): To ensure the students get an additional layer, the math interventionist will work directly with students for Tier II and Tier III instruction. Based on data, the math interventionist will plan and work with the teacher to ensure students who need any additional layer of support are seen daily. The math interventionist will also keep a progress monitoring log of student progress toward standards mastery.
- Prescribed Professional Development for teachers based on observations, walk-throughs, teacher needs surveys. Once a month, administration will host a "Working Wednesday" professional development for teachers who need a refresher or quick professional development session on a specific topic identified from teacher professional development survey.
- Content Specialists - To ensure the teachers and students receive the academic support needed in Reading/ELA, Math, and Science, the school will utilize the supplemental content specialist to support classroom instruction, both whole-group and small group. The supplemental content specialist will support the high academic standards set to ensure every learning experience is aligned to standard-based instruction. Prescribed differentiated Math and Reading centers based upon i-Ready/Achieve data, and module assessments with continuous monitoring of mastery using the FCIM model.
- Software/License (Study Island): On-going Science instruction coupled with prescribed remediation of benchmarks through centers with focus on reading in Science for intermediate Science. 5th grade students will utilize Study Island to reinforce science terms, and concepts.
- Administration/Data Analyst will monitor data weekly providing staff a data analysis for I-Ready (Reading and Math), District Assigned Technology. Students will be recognized for achievement.
- Teachers will monitor student attendance weekly and report absences to school counselor. PBIS Team along with school counselor, and administration will monitor student attendance monthly for Truancy Report.
- School counselor will utilize resources (Sanford Harmony) to teach students appropriate character skills surrounding a monthly value.
- PBIS Team will develop School-wide guidelines for Success to strengthen school learning environment through behavior management systems.

## **Parental Involvement**

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

### **Parent and Community Liaison**

To ensure our parents and families have a person to connect to at the school. In an effort to increase communication with parents and engage families more, the parent and community liaison will support the parental involvement initiative. To assure that the school will implement strategies to increase parental involvement and engagement in the child's education, Gregory Drive Elementary will:

- A parent liaison (ESOL) will be beneficial to make phone calls and be an avenue of communication with the school for parents and families.
- Increase Parent Involvement and support by consistently communicating with families so that they are aware of what is happening at the school and how they can be involved. Parents will receive a monthly school newsletter. In addition, we will become a ClassDojo school to increase home-to-school communication.
- Parent support will be solicited through face to face invites during assemblies and school events such as Back-to-School Orientation, Open House, In-School Parent Conference Days, SAC, PTA, Literacy and Math Night, and monthly Home-School Parent Connection (Parent Tips on how to improve academic achievement, Nurture kindness, respect, and responsibility, boost motivation, and support homework and study habits.
- The school will follow up using the school messenger automated calling system. We will post parent involvement activities on the school's website and marquee, social media, and in the school newsletter. After each meeting, parents will complete an exit ticket or survey to provide feedback on the event/activities. The information will be used to make adjustments as needed.
- Parent workshops will be offered throughout the year to provide parents with opportunities to learn researched based strategies to use with their children in order to increase student achievement. We will host monthly school wide events that will allow our families to engage in activities that support increasing student academic achievement.
- We will share volunteer opportunities with the parents, so that they are aware of the many ways that they can volunteer in the school.
- School will partner with TEAM-Up to develop family programs and opportunities for families to support students in the area of arts.

**Incentives for Instructional Personnel**

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

To assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel, Gregory Drive Elementary will:

- Provide teachers with the opportunity to grow professionally through giving teachers meaningful opportunities to become school leaders in areas such as: Growth Mindset, Technology, and mentoring.
- Teacher shout outs will go out weekly in the Gregory Drive Weekly Splash. Teachers will be recognized when they are going above and beyond to ensure students are successful. For example: morning and after school tutoring, facilitating parent meetings, and Implementing academic programs for students.
- Monthly the Sunshine Committee/PBIS Team will issue rewards monthly to students, faculty, and staff, and schedule teacher morale events.
- On-going coaching support will be provided to all teachers in the ELA, math, and science content. The on-site instructional coaches and district specialists will create a culture of learning and facilitate a growth mindset for teachers. Administration, coaches, data analyst, and interventionists will meet regularly with teachers to develop their skills and give one-on-one coaching when needed.
- The state has instituted bonuses, supplements, and other incentives to attract and retain teachers in under-performing schools.

**Professional Development**

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

To assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards, Gregory Drive Elementary will:

- As a result of our 5 Essentials data, there is a professional development need that focuses on the following in order to achieve academic success: School Climate & Culture, Innovative Teaching Strategies, Counseling Strategies & Resources and improving the Teacher-Student relationship of Trust.

- The following professional development trainings have been established for the school using the Florida Continuous Improvement Model (FCIM):

\*Summits

\*Professional Learning Communities

\* Early Release Trainings

\*Weekly common planning with Administration and coaches in ELA, math and science.

\*Review student work using EQUIP Protocol

- Coaching Cycles: Based on weekly observations/walk-throughs, the Reading and Math coach implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher level thinking, and align instruction to Florida state standards. The coaches plan and co-teach lessons with teachers to implement the focus agreed upon. Coaching Cycles include, but are not limited to: rigorous questioning, student engagement, using student data to focus student instruction, and developing data-based small group instruction.

- Teachers and leaders are surveyed after each professional learning session to better understand their needs and revisions are made based on feedback. The survey results and revisions made are communicated to the participants at the beginning of the next session. This process ensures transparency and helps create a safe learning environment for staff.

- Develop year- long PD plan that addresses identified needs

### **Focused Instruction**

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

To assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, Gregory Drive Elementary will:

#### **General Education Paraprofessional**

The general education paraprofessional will expand our support service strategies to improve student academic proficiency and access to differentiated instruction. The general education paraprofessional will work directly with students by pushing in or pulling out to work with small groups at a time.

#### **Academic Data Analyst**

To ensure that all data is triangulated to monitor all students for targeted proficiency, learning gains, and continual analysis of our lower performing students. This data collection and reporting will take place more than the normal diagnostic window, but will be collected weekly for each standard for analysis, and again after reteaching and reassessing.

#### **Supplies**

To support instruction and tutoring outside of the instructional day we will need to purchase these items to be an added layer of support for students to master all grade level standards. These classroom materials are needed to ensure we engage students with daily instruction and to equip students with what is needed. Due to a majority of our students having an economically disadvantage, we need these supplies for students. The line item will be used to support reading, writing, science, and math. The supplies are needed to support teachers and tutors in their efforts to enhance and support differentiated small group instruction.



### Technology

This line item will be used for grade levels K-5 to support the primary teachers. These items will be used during core instruction to help keep all students engaged in daily standard-based instruction. The printers are needed to support students who are hands-on learners as well as enhance our communication with parents.

### Supplemental Materials

\*Also, aligning reading center activities based on the standards to ensure any standards which are not mastered will be remediated. 3rd thru 5th grade students will utilize iReady, Achieve 3000, Corrective Reading, and Reading Mastery books.

\*In math, teachers will use Ready Florida math books to remediate the appropriate standards below current grade levels to ensure students background knowledge deficits are met.

Through this practice, students who have a grade level deficit will receive remediation of past grade level

work to ensure they have the background to be successful on future standards taught.

\* REFLEX math will be utilized to enhance students automaticity.

\*Study Island will enhance 5th grade science standards and fill deficits from previous years.

Gregory Drive Elementary will sustain teachers' abilities to provide content rich background knowledge through continuing to monitor use of Standard Focus Boards, monitoring student work, and professional development.

## Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.