

Gilchrist Elementary School

1301 TIMBERLANE RD, Tallahassee, FL 32312

<https://www.leonschools.net/gilchrist>

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 PK-5	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 Leon 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 Gilchrist Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"The Gilchrist Family of Life Long Learners" - students, teachers, staff, parents, and community members – is committed to an on-going planning process that will ensure a quality learning environment, state-of-the-art facility, and a curriculum that will be the foundation for this life long learning.

b. Provide the school's vision statement.

Gilchrist Elementary will be the foundation for life-long learning by teaching individual skills in communicating ideas, making decisions, acting with integrity and celebrating diversity. We will seek to inspire a love of learning, a healthy self-esteem, community participation, and individual responsibility in each of our students and the entire Gilchrist family.

2. School Environment

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

Our school will implement content requirements of Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Veterans' Contributions

In addition, our school will work to accomplish the following by:

- Identifying and engaging school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships through collaborative based decision making
- Assuring all teachers will participate in the process of discussing climate guidelines along with behavioral expectations
- Attending district provided professional development on multicultural offerings
- Scheduling and planning school-wide multicultural projects
- Providing professional development to staff on increasing positive interactions with students

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

Gilchrist will create an environment where students feel safe and respected before, during, and after school by :

- Developing and implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources
- Creating forums where the characteristics of safety and respect can be discussed, monitored, and

assessed as supported by identified strategies for improvement.

- All faculty and staff will clarify expectations for positive interpersonal interactions and develop structures and processes for reporting occurrences of bullying/harassment/dating violence/civil rights policies
- All non-instructional staff, office staff, bus drivers, cafeteria staff, and after-school staff will be included in the process of modeling and teaching interpersonal expectations in non-academic settings by providing instruction for reporting violations to appropriate supervisors;

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.

Gilchrist will utilize the following tools and strategies to ensure minimal distractions in an effort to maximize student engagement during instructional time:

- Ensure teachers are trained in classroom management strategies;
- Ensure that continuous differentiation of instruction is taking place to meet the needs of all students.
- All faculty and staff will clarify Gilchrist's expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies: be safe, be responsible, be respectful, be a team player
- Grizzly Bucks Program (PBS)-Weekly recognition of students' demonstrating having met school wide expectations of appropriate behaviors.

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.

Our school will utilize the following strategies and resources to ensure the social-emotional needs of students are being met:

- MTSS weekly meeting to discuss students with barriers to academic and social success
- Mentors assigned to students identified with concerns
- Instruction and various campus activities that address social/emotional needs of students
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on learner needs -Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilize collaborative data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Gilchrist will utilize data systems to identify students who have attendance, behavioral or academic concerns. Our school will:

- * Implement data-based decision for learners with attendance below 90 percent (i.e. written communication, parent conference, etc.) based or district based teams.
- * Ensure teachers are aware of processes and procedures for notification after students are identified as meeting one or more of the early warning indicators

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	15	17	7	17	11	10	0	0	0	0	0	0	0	77
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	5	2	8	0	0	0	0	0	0	0	15

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	0	0	0	1	1	0	0	0	0	0	0	0	2

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

The following interventions will be implemented to improve academic performance of students identified by the early warning system:

- * H.E.A.R.T- afterschool reading and math intervention
- * Pearson Lab learning after school and before school (Identified level 1 performers)
- * Reading and Math small group intervention (in classroom)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Parent Involvement is directly correlated to the consistent academic success at Gilchrist Elementary School. Gilchrist creates a warm and inviting environment in which parents, grandparents, and community members are encouraged to participate on a consistent basis. Volunteers are regularly recognized and honored for their contributions. Administrators, teachers, staff, parents, grandparents, and community members all work together in an effort to provide an exceptional learning environment for Gilchrist students.

Previous data gathered from parent surveys concluded that the majority of Gilchrist parents acknowledged and agreed that Gilchrist regularly communicates students' needs with parents and guardians. In an effort to improve the school to home communication and parent involvement, our

school will increase opportunities for parents to volunteer, increase capacities or roles to volunteer, increase the variety of ways communication is provided to parents regarding student progress. Our families will be provided to Pinpoint Gradebook, Weekly Parent Newsletters via the school listserv, PTO Newsletters, as well as increased updates to the school website.

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.

Excellence at Gilchrist is a community effort! We continuously work to build and sustain partnerships with the local community which have directly impacted student achievement. Examples of commitments from the local community include, but are not limited to:

- Providing work-based learning experiences and strengthening career awareness
- Providing funding and equipment to modernize classrooms and improve the campus landscape
- Helping youth build meaningful relationships with strong role models and mentors
- Providing Report Card incentives
- Gilchrist Family Share Nights (sponsor a Family Share Night at a place of business and donate a portion of the revenues back to Gilchrist)

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
Knight, April	Assistant Principal
Solz, David	Principal
Sumner, Melissa	Assistant Principal
Wyatt, Rosemary	School Counselor
McKhan, Oronde	School Counselor
Steverson, Bevin	School Counselor

b. Duties

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

The principal and leadership team work collaboratively to establish and communicate instructional goals for school success.

- The principal leads the school community in creating, communicating and applying a vision for the school that is informed by the community context.
- The leadership team sets high expectations for teaching and learning, leadership and fostering an environment where staff are encouraged to take risks to support student success.
- The principal and leadership team are knowledgeable about data driven instruction, instructional best practices and research-based decisions; they expect and support high-quality instruction in every classroom.

School staff share leadership responsibilities and participate in decision making that advances the school's mission.

- The leadership team empowers staff and implement a plan for leadership succession through strengthening feedback, shaping feedback and accountability.
- Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of favorable outcomes and areas of improvement.
- The leadership team reflects the varied perspectives in the school; the principal taps into staff members' interests and areas of expertise to strengthen school programs.

Additionally, the School Leadership Team Members supports quality instruction by:

- Attending weekly collaborative team meetings
- Developing an intervention program using research-based materials
- Funding professional development for embedded professional development within the building
- Allocating funding for specific instructional goals
- Scheduling daily common planning times
- Making routine classroom visits to observe instruction and feedback
- Scheduling opportunities for teachers to participate in peer observation and feedback

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.

The leadership team allocates and manages resources to support the school's instructional program.

- The leadership team effectively allocates and manages the school's resources – people, time, funds, and materials – to address school priorities and students' needs.
- The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals.
- Teachers pair with other staff, classroom volunteers, and family resources to maximize the amount of individualized instruction students receive.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rachel Webber	Teacher
David Solz	Principal
Sarah Shelton	Teacher
Pamela Dunn	Teacher
Janna Gray	Teacher
Marlon Storey	Parent
Bill Armstrong	Business/Community
Anna Jones	Parent
Amanda Peterson	Parent
Jana Williams	Parent
Laura Leslie	Teacher
Kim Thomas	Teacher
Cynthia Gaines	Teacher
Lisa Wallenfelsz	Education Support Employee
Terrie Ard	Parent
Patrick McGuire	Parent
Meghan Mick	Parent
Jessica Lowe Minor	Business/Community
Jennifer Patterson	Parent
Kellie Ralston	Parent
Valerie Scoon	Parent
Heather Thomas	Business/Community
Holly Webb	Parent
Antomeca Hall	Parent
Tabitha Frazier	Parent
Lillie Thomas	Parent

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC meets monthly in order to review school data and assist in the preparation and evaluation of School Improvement Plan results. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting.

b. Development of this school improvement plan

SAC meets monthly to review school data and assist in the preparation and evaluation of School Improvement Plan results. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff or principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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.

Gilchrist Elementary School is in compliance with Section 1001.452, F.S., regarding the establishment requirements and duties of the SAC.

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
Solz, David	Principal
Sumner, Melissa	Assistant Principal
Wyatt, Rosemary	School Counselor
McKhan, Oronde	School Counselor
Crowe, Lisa	Teacher, K-12
Steverson, Bevin	School Counselor
Knight, April	Assistant Principal

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and all administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other identified initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers will also participate in team building activities.

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

Gilchrist Elementary School recruits highly qualified teachers by working closely with the Leon County Schools Personnel Department to interview only those applicants with the highest qualifications. Highly qualified interns from the local universities are carefully assessed and, if deemed high performing, can be offered teaching positions prior to graduation. Gilchrist participates in our Leon County Schools' teacher interview day, thus allowing the school the opportunity to meet and screen applicants from across the nation.

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

The Leon County School District support district and school based mentorships governed by Florida Educator Accomplished Practices. Each beginning teacher is assigned a district based mentor or paired with a mentor teacher on-site. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences. Selected mentors are highly effective teachers that have met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level

of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Teachers are encouraged to participate in district initiatives related to implementation of instruction programs and materials : Wonders, Go Math, Pearson.

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.

The school ensures every teacher contributes to literacy improvement across the board by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 120 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering common assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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: 27,000

Gilchrist Elementary offers the H.E.A.R.T program to learners identified as needing additional support outside of the scheduled school day. Our after-school enrichment program is designed to increase academic achievement in the areas of reading and mathematics. This program provides a variety of activities and intimate teacher support to addresses each learner's reading or math challenges.

Strategy Rationale

In an effort to improve academic achievement, strategic data usage, progress monitoring and detailed planning will support targeted enrichment to increase skills-sets and mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Solz, David, solzd@leonschools.net

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

H.E.A.R.T. Program- Students' H.E.A.R.T. and homeroom teacher will collaboratively review each student's Pearson data to ensure continued growth.

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, Â§ 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.

Gilchrist Elementary implements a number of strategies in assisting preschool children with the transition from early childhood programs to elementary school. These strategies include:

- Welcome letters to the parents of new students before the first days of school
- Orientation before the first day of school
- Open House after the school year starts
- Transition Packets (prepared by school counselors with strategies available on the school's website)
- Social events hosted by the school and PTO which allow families to get to know each other before school begins

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.

The school uses the following strategies to promote academic and career planning:

- Career Day
- Career Lessons
- * Career Interest Inventory

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

Strategies used to help students see relationships between subjects and relevance to their future include, but are not limited to:

*Connecting students identified or may be identified through Early Warning systems data to mentors, including more successful peers, high school students, and at least one adult in the school and/or community, to increase their connectedness to school through meaningful relationships.

*Helping students learn how to successfully begin their kindergarten experience by building knowledge

and skills to master their new learning and social environment: use of computer to practice and deepen knowledge.

*Providing students in grades 3rd-5th with opportunities to actively build a classroom community of learners to ensure they grow into productive members of the school community: focus on how to share, collaborate and make appropriate behavior choices.

*Creating early awareness that connects academic performance (e.g. doing homework), coming to school on time, and habits as a learner (e.g., being helpful, having a positive attitude, listening and communicating) to successful academic outcomes.

* Fifth (5th) grade students are afforded the opportunity to experience public speaking and media incorporation through Gilchrist's Morning News Show (students complete applications, auditions, and work on a schedule).

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

The following strategies are used to improve student readiness for the postsecondary level

- K-5 students are informed of HS graduation year (addressed throughout elementary career)

- College T-Shirt Days

- * Career Awareness Activities

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.

- School based team review and provide assistance to specific students as needed

- Afterschool/Saturday college readiness workshops/activities held at local colleges and universities for students

- Counselors conduct classroom guidance and individual counseling sessions with students

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.** At least 82% of matched students will achieve a level 3 or higher on the Spring 2018 FSA ELA.

- G2.** At least 82% of students will achieve a level 3 or higher on Spring 2018 FSA Math.

- G3.** At least 79% of students will achieve a level 3 or higher on the Spring 2018 FCAT Science test administration.

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. At least 82% of matched students will achieve a level 3 or higher on the Spring 2018 FSA ELA. 1a

G096154

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	82.0

Targeted Barriers to Achieving the Goal 3

- Ensuring consistent comprehensive reading instruction *Scheduling

Resources Available to Help Reduce or Eliminate the Barriers 2

- * Strategic use of personnel to promote reading proficiency through school-wide initiatives using Accelerated Reader * Scheduling all classes for 90 consecutive minutes of reading. * Strategic personnel use to implement school-wide initiatives: Reading Coach, ESE Resource Teachers, Instructional Paraprofessionals, before school Reading Nook, afterschool H.E.A.R.T • Strategic Staff Development targeted to enhance Teacher Professional Learning in the area of reading

Plan to Monitor Progress Toward G1. 8

On going progress monitoring to determine if goals are being met

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Increased student achievement on Benchmarks

G2. At least 82% of students will achieve a level 3 or higher on Spring 2018 FSA Math. 1a

G096155

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	82.0

Targeted Barriers to Achieving the Goal 3

- * Effective use of common planning time to support collaboration and data driven instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Think Central Website to monitor student progress *District Support documents (pacing guides, learning goals, rubrics, etc.) *H.E.A.R.T after school intervention

Plan to Monitor Progress Toward G2. 8

Ongoing progress monitoring to determine if goals are being met

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Increased student achievement on Benchmarks and other selcted common assessments.

G3. At least 79% of students will achieve a level 3 or higher on the Spring 2018 FCAT Science test administration. 1a

G096156

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	79.0

Targeted Barriers to Achieving the Goal 3

- Students skills to work-through errors in logic or reasoning are limited.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District resources including pacing guides, learning goals, and rubrics.

Plan to Monitor Progress Toward G3. 8

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Increased student performance in the area of science

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. At least 82% of matched students will achieve a level 3 or higher on the Spring 2018 FSA ELA. 1

G096154

G1.B1 • Ensuring consistent comprehensive reading instruction *Scheduling 2

B258811

G1.B1.S1 Utilize master schedule with staggered start times for reading intervention blocks 4

S274036

Strategy Rationale

Staggered start times for reading intervention blocks allows the reading coach and paraprofessionals increased opportunities to provide small group instruction during the reading block and within the regular classroom. This model also allows the reading coach to observe and model lessons in more classrooms during the reading block.

Action Step 1 5

Periodic Review of School master Schedule

Person Responsible

David Solz

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Data Review Meeting

Action Step 2 5

H.E.A.R.T (Helping Extend Academic Resource Time)

Person Responsible

Oronde McKhan

Schedule

Weekly, from 11/1/2017 to 3/21/2018

Evidence of Completion

H.E.A.R.T will analyze reading and math data weekly.

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

Protecting allocated reading instruction and intervention time from interruption.

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Scheduling of assemblies, classroom celebrations, class pictures, or other special events outside of reading intervention periods in order to maximize reading instruction.

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

G1.B1.S2 Incorporate increase opportunities for reading intervention through H.E.A.R.T or early morning Pearson **4**

 S274037

Strategy Rationale

Increasing the opportunities for reading support outside of the classroom as well as the targeted populations, will increase reading achievement.

Action Step 1 **5**

Review Progress Monitoring Data

Person Responsible

David Solz

Schedule

On 5/31/2018

Evidence of Completion

Pearson data will be reviewed at least biweekly to determine if students are making progress towards reading goals.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Student participation on Pearson will be monitored for activity usage.

Person Responsible

David Solz

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student usage and teacher feedback regarding learning outcomes will support the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Pearson data will be reviewed.

Person Responsible

David Solz

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Pearson data representing students' growth will indicate effectiveness of intervention.

G1.B1.S3 Reading Incentives 4

 S274038

Strategy Rationale

Reading incentives/rewards may increase students' interest, vocabulary and frequency of text interaction.

Action Step 1 5

Reading Incentives

Person Responsible

David Solz

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Monitor number of books checked out through media center and Accelerated Reading (AR) participation as measured by AR assessments.

G2. At least 82% of students will achieve a level 3 or higher on Spring 2018 FSA Math. 1

G096155

G2.B1 * Effective use of common planning time to support collaboration and data driven instruction. 2

B258812

G2.B1.S1 The team will identify expectations for meaningful teacher collaboration, data analysis, evaluation of instructional practices, and targeted experimentation. Professional development opportunities will be identified to help teacher teams productively discuss curricula, instruction, and student progress. 4

S274039

Strategy Rationale

Collaborative cultures require designated and protected time for teachers to meet and collaborate during the regular school day. Collaborative time for teachers to analyze, evaluate, and assess teaching and learning is essential to eliminating or reducing barriers.

Action Step 1 5

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Person Responsible

David Solz

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Participant Sign-in sheets, Increased collaboration and teaming on grade levels

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets.

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance towards school wide goals and targets

Person Responsible

David Solz

Schedule

Monthly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

G2.B1.S2 Increase opportunities for math support will be made available through H.E.A.R.T or morning Pearson 4

S274040

Strategy Rationale

Increased opportunities for math support will be available outside of the scheduled classroom time for students.

Action Step 1 5

H.E.A.R.T. (Helping Extend Academic Resource Time)

Person Responsible

Oronde McKhan

Schedule

Weekly, from 11/1/2017 to 3/21/2018

Evidence of Completion

H.E.A.R.T. will analyze math data weekly. The team will inform instructional decisions based on each learner's progress.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Pearson data will be reviewed to determine frequency of use and academic progress.

Person Responsible

David Solz

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Biweekly reports showing students' growth and usage paired with collegial conversations will support implementation with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Pearson Data review

Person Responsible

David Solz

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Pearson Data will be reviewed to determine if students are continuously making growth towards targets.

G3. At least 79% of students will achieve a level 3 or higher on the Spring 2018 FCAT Science test administration. 1

G096156

G3.B1 Students skills to work-through errors in logic or reasoning are limited. 2

B258813

G3.B1.S1 Increased allocation of time and resources in order to impact student instruction. 4

S274041

Strategy Rationale

There is a direct relationship between resource allocation and student performance. Instructional resource needs should be established through stakeholder collaboration: parents, teachers, administrators and those who have access to achievement data.

Action Step 1 5

Increase the quantity and quality of science instruction

Person Responsible

David Solz

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Master schedule including adequate instructional periods for science instruction

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

Provide content-based professional development opportunities for teachers and disseminate updated information about best practices in science teaching and learning

Person Responsible

David Solz

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Teacher participation in professional development sessions

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

Review of lesson plans to include weekly, hands-on science learning experiences

Person Responsible

David Solz

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

Evidence of Completion

Student work products and lesson plans

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					
G1.B1.S1.A2 A367879	H.E.A.R.T (Helping Extend Academic Resource Time)	McKhan, Oronde	11/1/2017	H.E.A.R.T will analyze reading and math data weekly.	3/21/2018 weekly
G2.B1.S2.A1 A367883	H.E.A.R.T. (Helping Extend Academic Resource Time)	McKhan, Oronde	11/1/2017	H.E.A.R.T. will analyze math data weekly. The team will inform instructional decisions based on each learner's progress.	3/21/2018 weekly
G1.B1.S2.MA1 M395063	Pearson data will be reviewed.	Solz, David	8/21/2017	Pearson data representing students' growth will indicate effectiveness of intervention.	5/31/2018 biweekly
G1.B1.S2.MA1 M395064	Student participation on Pearson will be monitored for activity usage.	Solz, David	8/21/2017	Student usage and teacher feedback regarding learning outcomes will support the fidelity of implementation.	5/31/2018 biweekly
G1.B1.S2.A1 A367880	Review Progress Monitoring Data	Solz, David	8/14/2017	Pearson data will be reviewed at least biweekly to determine if students are making progress towards reading goals.	5/31/2018 one-time
G2.B1.S2.MA1 M395068	Pearson Data review	Solz, David	8/21/2017	Pearson Data will be reviewed to determine if students are continuously making growth towards targets.	5/31/2018 biweekly
G2.B1.S2.MA1 M395069	Pearson data will be reviewed to determine frequency of use and academic progress.	Solz, David	8/21/2017	Biweekly reports showing students' growth and usage paired with collegial conversations will support implementation with fidelity.	5/31/2018 biweekly
G1.B1.S3.A1 A367881	Reading Incentives	Solz, David	8/14/2017	Monitor number of books checked out through media center and Accelerated Reading (AR) participation as measured by AR assessments.	5/31/2018 weekly
G1.MA1 M395065	On going progress monitoring to determine if goals are being met	Solz, David	9/5/2017	Increased student achievement on Benchmarks	6/5/2018 monthly
G2.MA1 M395070	Ongoing progress monitoring to determine if goals are being met	Solz, David	9/5/2017	Increased student achievement on Benchmarks and other selected common assessments.	6/5/2018 monthly
G3.MA1 M395073	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	9/5/2017	Increased student performance in the area of science	6/5/2018 monthly
G1.B1.S1.MA1 M395061	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	9/5/2017	Updated Data Wall with student progress in selected common assessments	6/5/2018 monthly
G1.B1.S1.MA1 M395062	Protecting allocated reading instruction and intervention time from interruption.	Solz, David	9/5/2017	Scheduling of assemblies, classroom celebrations, class pictures, or other special events outside of reading intervention periods in order to maximize reading instruction.	6/5/2018 monthly
G1.B1.S1.A1 A367878	Periodic Review of School master Schedule	Solz, David	9/5/2017	Data Review Meeting	6/5/2018 quarterly
G2.B1.S1.MA1 M395066	Monthly progress monitoring meetings to review grade level, classroom level, and individual student...	Solz, David	9/5/2017	Updated Data Wall with student progress in selected common assessments	6/5/2018 monthly
G2.B1.S1.MA1 M395067	Monthly progress monitoring meetings to review grade level, classroom level, and individual...	Solz, David	9/5/2017	Updated Data Wall with student progress in selected common assessments	6/5/2018 monthly
G2.B1.S1.A1 A367882	Quarterly Professional Development sessions to work collaboratively to monitor data in order to...	Solz, David	9/5/2017	Participant Sign-in sheets, Increased collaboration and teaming on grade levels	6/5/2018 quarterly

Leon - 0381 - Gilchrist Elementary School - 2017-18 SIP
Gilchrist Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M395071	Review of lesson plans to include weekly, hands-on science learning experiences	Solz, David	9/5/2017	Student work products and lesson plans	6/5/2018 quarterly
G3.B1.S1.MA1  M395072	Provide content-based professional development opportunities for teachers and disseminate updated...	Solz, David	9/5/2017	Teacher participation in professional development sessions	6/5/2018 quarterly
G3.B1.S1.A1  A367884	Increase the quantity and quality of science instruction	Solz, David	9/5/2017	Master schedule including adequate instructional periods for science instruction	6/5/2018 quarterly

V. Professional Development Opportunities

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

G2. At least 82% of students will achieve a level 3 or higher on Spring 2018 FSA Math.

G2.B1 * Effective use of common planning time to support collaboration and data driven instruction.

G2.B1.S1 The team will identify expectations for meaningful teacher collaboration, data analysis, evaluation of instructional practices, and targeted experimentation. Professional development opportunities will be identified to help teacher teams productively discuss curricula, instruction, and student progress.

PD Opportunity 1

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Facilitator

Administration, District Developers, District Professional Learning Staff

Participants

Administration, Classroom Teachers

Schedule

Quarterly, from 9/5/2017 to 6/5/2018

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	Periodic Review of School master Schedule				\$0.00
2	G1.B1.S1.A2	H.E.A.R.T (Helping Extend Academic Resource Time)				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0381 - Gilchrist Elementary School	Other		\$8,000.00
<i>Notes: Notes</i>						
3	G1.B1.S2.A1	Review Progress Monitoring Data				\$0.00
4	G1.B1.S3.A1	Reading Incentives				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0381 - Gilchrist Elementary School	Other		\$3,000.00
<i>Notes: Notes</i>						
5	G2.B1.S1.A1	Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.				\$0.00
6	G2.B1.S2.A1	H.E.A.R.T. (Helping Extend Academic Resource Time)				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0381 - Gilchrist Elementary School	Other		\$8,000.00
<i>Notes: Notes</i>						
7	G3.B1.S1.A1	Increase the quantity and quality of science instruction				\$0.00
					Total:	\$19,000.00