

Duval County Public Schools

Gregory Drive Elementary School



2017-18 Schoolwide Improvement Plan

Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

<http://www.duvalschools.org/gde>

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

**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 Duval 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 Gregory Drive Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Gregory Drive Elementary School is a school in which every child, regardless of their background, becomes a healthy, productive, and educated member of society in a safe and supportive academic atmosphere.

b. Provide the school's vision statement.

Every student will become a successful reader by integrating math, science, and technology across all academic areas to reach their highest potential, drawing on the child's entire community for support.

2. School Environment

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

The school learns about students' cultures and builds relationships by completing student surveys and interviews at the beginning of the school year. Teachers gain knowledge of students and integrate this information within their instruction as to build relationships and so that students will have connections to the content being presented.

Media specialist will develop lessons centered around the heritage months (Hispanic is October, African American is February, etc.). Culminate the media lessons in May with a Multicultural Day where each class will research and present different cultures and countries.

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

We work really hard to create an environment where students feel safe and respected. We work to ensure that students are given a voice in decisions made for rewards and consequences. We work to create an environment in which responsible reporting is expected of students and teachers. This allows opportunities for children to be heard and respected. Administration uses Dolphin Dollars to reward students for safe, responsible and respectful actions. Students are able to shop daily in our school store using the dollars they have earned.

Before School:

- Students are monitored and supervised in an assigned area according to grade level (3rd, 4th, and 5th grades will meet in the cafeteria, while 1st and 2nd grades gather outside of their classrooms, and kindergarten meets in the library).
- Extended day is provided before and after school.

During School:

- Students are greeted each morning by a teacher and provided breakfast.
- Monitors and a full time security officer are put in place to ensure the safety of all students
- Counseling is available and students are able to receive services with the guidance counselor (i.e. counseling, positive behavior strategies, etc.)

After School

- Students are accompanied by an adult safely to the bus zone, walkers zone and car rider zone.
- Students participate in Extended Day
- Students participate in teacher sponsored clubs (Tinikling, Chorus & Art)

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.

Gregory Drive Elementary School applies a school-wide positive behavior intervention system (PBIS) which includes: Students earn Dolphin Dollars by following school wide behavioral expectations.

Our behavioral pledge is:

I am a Gregory Drive Dolphin.

I am in control of my own actions.

My peers and I hold each other accountable.

We are safe.

We are responsible.

We are respectful.

We are Gregory Drive.

Appropriate behavior is expected of all students. The DCPS Elementary Code of Student Conduct is used as a guide to make all disciplinary actions. Each student will have a student planner that will have a calendar inside. At the end of the day, teachers will sign the student's planner/calendar according to their behavior for the day. The parent will sign the calendar each night and the teacher will check it each day.

Teachers will be trained in CHAMPs and implemented throughout the school.

School wide Class Dojo

Infusion of Second Steps

School wide attention grabber (CHAMPs)- Adult says "We are!" and students answer "Gregory Drive".

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 ensures that the social-emotional needs of the students are being met by ensuring that classrooms are a place in which children feel safe and accepted. The school counselor plays an active role in communicating to teachers the needs of all students. If children have additional needs, they are referred to the guidance counselor. If a student is marked absent an automated phone call to placed to the parent/guardian.

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.

Gregory Drive's Early Warning System includes a collaborative and coordinated effort with the School Counselor, Administration, Staff, and Teachers. Any of the listed members can refer a student for consideration for tracking. Our Early Intervention system include the following:

Parents are contacted and made aware that their child has been identified exhibiting two or more early warning indicators. These students are referred for RTI by the teacher and administrators. Once the RTI process begins, it is monitored by administrators through frequent attendance at Problem Solving meetings. Rtl team analyzes data to create an Rtl plan for students who are in need of Tier II & Tier III interventions. Our Instructional interventionists (reading and math)- will support Tier III students (DAR TTS, Barton, iReady curriculum, Envisions Common Core.). Also, these students' progress is tracked and monitored through quarterly data chats. Instructional Coaches and Paraprofessionals will also support Tier II students using the Common Core I-Ready materials.

Data for section b below was recorded from Focus reports and Performance Matters.

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	55	41	55	44	37	44	0	0	0	0	0	0	0	276	
One or more suspensions	1	1	0	3	6	5	0	0	0	0	0	0	0	16	
Course failure in ELA or Math	10	35	7	1	7	3	0	0	0	0	0	0	0	63	
Level 1 on statewide assessment	0	0	0	25	39	62	0	0	0	0	0	0	0	126	

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	121	125	110	164	137	141	0	0	0	0	0	0	0	798	

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

*Differentiated instruction will be applied to provide additional support for Tier II & Tier III students in Math,

ELA & Science.

*Barton Reading and Spelling for Tier III students based on Blended Learning data.

*i-Ready Reading and Math

*Reading and Math Interventionists will work with Tier III students in small groups.

*BQ pulled daily by classroom teachers, interventionists, paraprofessionals, coaches and admininstration

*ESE Teachers work with small groups daily within the classroom

*Admin will monitor (observations and lesson plans) that small group instruction is being implemented.

*Teachers update their data focus based on recent needs and data.

*Small groups are fluid based on data and documented on their lesson plans.

*Use of Standards Mastery for another data point for differentiation.

*Before and after school tutoring.

*Reflex Math
*Gizmo
*Study Island

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

Please see Parental Involvement Plan.

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.

The school will establish partnerships with local businesses and community by offering workshops and family oriented events that encourage them to be involved at the school. Parents will be able to participate in various school wide events such as: Literacy Day, Science Night, steM(M=Math) Day, i-Ready and Breakfast with Books, school carnival, book fair and many more. These events are designed to showcase what our students are learning throughout the year, but also to engage parents in the activities. Parents will have opportunities to use materials and strategies at home with their children. The school will also continue to create a working relationship with our faith based partners. Our PTA will provide additional support to our school.

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
Schletter, Andrea	Principal
Hartigan, Katheryn	Assistant Principal
Warnock, Allison	Instructional Coach
Klemer, Ben	Teacher, K-12
Torian, Nikki	Teacher, K-12
Baker, Robert	Assistant Principal

b. Duties

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

The School Leadership Team (SLT) meets weekly to review data and link it to instructional decisions. The team will also regularly collaborate, problem solve, share effective practices, and practice new processes and skills.

Andrea Schletter, Principal-Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations(CAST) and provide feedback. Professional development will be determined based on all of the above.

Katheryn Hartigan and Dr. Robert Baker, Assistant Principals-Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations (CAST) and provide feedback. Professional development will be determined based on all of the above.

Allison Warnock, Math Coach- Provides professional development on using math strategies and implementing rigorous reading instruction as it pertains to Common Core standards/ New Florida Standards. She also provides daily support to teachers, models lessons as needed and requested and assists teachers with lesson planning.

Natalie Choate, School Counselor- Facilitates MRT meetings, Problem Solving/RTI meetings, 504 meetings. Serves as the school's liaison between the school and the district as it pertains to MRT (Multi-Referral Team) meetings on a monthly basis.

Nikki Torian, Ms. Mitchell and Benjamin Klemer- School Interventionists: Work in small groups with bottom quartile students each day to improve student achievement.

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.

Title I funds were used to purchase additional academic support positions: Reading Interventionist, Math Interventionist, full time Media, one additional full time paraprofessional, and 5 tutors for after school tutoring. Additional funds will be used to purchase and to provide professional development for teacher's on best practices and effective instructional strategies, instructional materials, and instructional programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Andrea Schletter	Principal
Margie Brooks	Education Support Employee
Terrance McClendon	Student
Bettye Gamble	Parent
Amy Hutton	Parent
Nikki Torrien	Education Support Employee
Alicia Matthew	Teacher
Gabriel Hutton	Student
Debra Hammette	Business/Community

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 reviewed the plan and provided input as a group.

b. Development of this school improvement plan

The SAC reviewed the SIP and provided input and suggestions for school improvement. The SAC committee is involved in the revision process of the SIP. The focus will be to ensure that the SIP goals are attainable and accountability is through out the process.

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

School uses the district's allocation model. SAC will assist the school in making critical decisions as it relates to personnel and resources for the school.

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

Last year the projected use of the school improvement funds were: Reflex math computer program to accelerate operation fluency, Ready books for standard remediation, students, purchasing materials for reading, math manipulatives and activities needed to promote/incorporate our school theme of Math, Science, and Technology.

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
Schletter, Andrea	Principal
Hartigan, Katheryn	Assistant Principal
Warnock, Allison	Teacher, K-12
Klemer, Ben	Teacher, K-12
Matthew, Alicia	Teacher, K-12
Torian, Nikki	Teacher, K-12

b. Duties

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

- Literacy Week (Drop everything & read, mystery readers, favorite story book character, pop-up for poetry)
- Science will incorporate reading strategies in lessons
- Reading data Chats
- Common planning
- Professional development
- Books of the Month
- 25 Book/ 1 Million Word initiative
- Differentiated learning reading centers
- Small Group Instruction
- Achieve 3000 will be implemented in grades 3-5
- Science teachers attend reading common planning
- Professional book study
- Model reading classrooms
- iReady
- Parent literacy night (promoting effective and literacy strategies)

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.

The school's culture is to encourage positive working relationships between teachers for collaborative planning. All classroom teachers are provided common planning weekly. Common planning is used for content focus on lesson planning, data analysis, tiered instruction, interventions, and delivering lessons with fidelity. Teachers have fifty minutes each day to collaboratively plan together. This affords teachers the opportunity to plan lessons, analyze student work, participate in professional study and share best instructional practices.

Grade level agenda and minutes will document the weekly collaborative planning time.

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

The leadership team will screen candidates by reviewing resumes for interviews. Applicants are required to complete a mock lesson and an interview is conducted. The applicant's references are contacted. In addition, administration verifies the applicant's certification and highly qualified status. New teachers are placed in the MINT program and are supported by mentor teachers. The new teacher and mentor meet

weekly. Administrations meets with new teachers and teachers new to the school community monthly to discuss procedures and processes.

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

Each new teacher to Gregory Drive Elementary receives a mentor. The mentor is paired based upon their knowledge and teaching background.

- Mentees and mentors meet weekly.
- Mentors observe and coach mentees.
- Mentees are paired with experienced teachers on grade level.

New teacher meeting held weekly, led by lead teacher for teachers new to the district or our school.

Mentor/Mentees 2017-2018

Mentee Mentor

Davis Bryan

Abney Dealing

Simmons Warnock

Concepcion Kight

Pierre Harlow

Grant Mitchell

McClendon Klemer

Watkins Taylor

Teuton Grandison

Dzikowski Landers

Edgerton Miller

Howard Hale

Smith Toston

Johns Jackson

Caudle Torian

Lee Stephenson

Glisson Sauk

Clark Toston

Sultan Taylor

Cummings Banks

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.

Teachers Instructional Delivery will be engaging and based on the gradual release model of instruction.

- Specific feedback from walkthroughs aligned with DTO and District focus and follow up on the next steps
- PD based on teacher strengths and weaknesses based on walkthroughs and data
- Monitor lesson plans daily when in classrooms to ensure alignment with the curriculum and data
- Teachers monitor for student understanding with appropriate assessments/exit tickets
- CBC Board posted daily with objective, essential question, and home learning.
- Coaching Cycle for identified teachers in instructional delivery

- New Teacher support weekly with administration- Friday's 8:00 am; New Teacher support with mentors.
- Common planning designed to give teachers time to plan with others who teach the same subject.

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 teacher is expected to implement small group, differentiated instruction every day.

Administration, coaches, interventionists and teachers work collaboratively to analyze data through common planning and PLCs.

-Differentiated learning centers daily.

-Push in support Tier II, coaches support and paraprofessional support.

-Tier III- interventionists support

- Professional data chats.

-RtI problem solving team meets regularly to discuss and plan appropriate interventions to meet diverse needs of students.

-Students with IEPs receive accommodations and additional services documented on their IEPs.

- Teacher and administrative data chats.

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: After School Program

Minutes added to school year:

After school tutoring will be available to 3rd-5th grade students. Third grade students will receive additional reading and math instruction. Fourth grade students will receive additional reading, math and writing instruction. Fifth grade students will receive additional reading, math and science instruction. Classroom size will be capped at 15.

Strategy Rationale

The rationale is to increase student proficiency in the core academic instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schletter, Andrea, schlettera@duvalschools.org

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

Data from the teacher made assessments, district assessments, i-Ready and Achieve3000 will be used to determine the standards focus. The administration, teachers, interventionists and coaches will collaboratively plan lessons that are engaging for students and based on data.

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.

During pre-planning an orientation is held for students and parents to acclimate them to Gregory Drive Elementary and communicate school expectations.

Parent nights to acclimate parents to rituals and routines for kindergarten and the assessments students will take to obtain student achievement levels.

3rd, 4th, and 5th grade departmentalized classes to help with easy transition to middle school for 5th graders and more focused core instruction.

5th graders will tour neighborhood middle schools during last quarter to prepare for transition and expectations of middle school.

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.

- College week will be implemented school wide in May.
- Career fair will be implemented by leadership team and guidance counselor
- STEM night
- Faculty and staff represent their college on Fridays and with shirts and pennants displayed outside of their room.

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

N/A

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

Our fifth graders will be provided information to encouraged them to attend the district's School Choice Fair in January 2018. Neighborhood middle schools will meet with fifth graders during the last quarter to discuss and assist with the course selections. Students will also take a guided tour of neighborhood middle schools; observing the career technical academic courses available.

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.

Gregory Drive will prepare all students to be ready for middle school. We will continue to place emphasis on instructional practices to ensure that all students are proficient in all content areas. In order to prepare our students for transitional practices in middle school and high school, grades 3rd-5th are departmentalized at Gregory Drive Elementary.

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.

The points of strength for Gregory Drive Elementary on the 2017 F.S.A. as compared to the 2016 F.S.A. are as follows. First, learning gains in math rose from 36% to 41% in 2017, a 5% increase. Second, learning gains in English/Language Arts rose from 35% to 44% in 2017, a 9% increase. Third, learning gains in English/Language Arts for the lowest quartile rose from 29% to 62% in 2017, a 33% increase. As a result of these three improvements, the school's total points rose 19 points from a 242 in 2016 to a 261 in 2017.

Areas of need for Gregory Drive Elementary, based on the 2017 F.S.A. as compared to the 2016 F.S.A. include: increasing the the English/Language Arts. math, and science proficiency rates. All 2017 proficiency scores dropped in comparison to the 2016 scores. English/Language Arts dropped 7% from a 30% to 23%, math dropped from a 40% to 29%, and science dropped from a 40% to 28%.

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.

The Gregory Drive Elementary Leadership Team has analyzed and disaggregated the data from both 2016 and 2017 F.S.A. and have determined a major reason for the decline in proficiency in math and science. Gregory had students in 3rd, 4th, and 5th grade be split into two core classes, with one teacher concentrating on English/Language and social studies, and one teacher concentrating on mathematics and science. At approximately the fourth month of school, a very talented 5th grade math/science teacher had to unfortunately resign for personal reasons and the school was not able to find a strong, certificated replacement, resulting in multiple substitutes teaching these vital areas for the last 50% of the school year. In addition, when the Assistant Principal was transferred after the first quarter, the math coach was promoted to Assistant Principal and no math coach was immediately hired until the later part of the academic year.

As mentioned in the Problem Identification Summary, Gregory Drive had learning gains in English/Language Arts from 35% to 44% and had math gains from 36% to 41%; however, the school's over-all proficiency rate in both English/Language Arts and math remained about the same for 2016 and 2017. The vast majority of 3rd grade students (75%-80%) earned a level 1 or 2 on both English/Language Arts and math in 2016 and 2017. The Leadership team has concluded that these students are below grade level level in both areas due to a lack of foundation skills.

The school is utilizing Title I funds and will be utilizing E.S.E. reading and math interventionists to work with our special needs students as well as students in the bottom 25%. In addition, to the E.S.E. personal "pushing in" into our inclusion mode classes, they will "push into" all grade level classes to provide remediation to students in the bottom quartile.

Supplemental strategies to assist these students include teachers employing "best practices", diversifying teaching methodologies, and collaborative learning groups.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we focus on standards based instruction in all academic areas then student achievement will be increased.
- G2.** If we incorporate the use of a PBIS system(s) then student achievement and culture will increase.

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. If we focus on standards based instruction in all academic areas then student achievement will be increased. 1a

G098311

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	48.0
ELA/Reading Gains	34.0
Math Gains	34.0
FSAA Science Achievement	40.0
ELA/Reading Lowest 25% Gains	34.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teacher delivery of standards based lessons.
- Classroom culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student ownership will be shown by work in interactive journals, class work, the student data folders, and center documentation.
- Student debrief based on the standard taught that day at the end of the lesson, prior to assessment.
- Gradual release to students facilitating their own learning.
- Monitoring of student attendance.

Plan to Monitor Progress Toward G1. 8

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence will be observed during walk throughs and be evident in data binders and results of student achievement on core curriculum.

G2. If we incorporate the use of a PBIS system(s) then student achievement and culture will increase. 1a

G098312

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSAA Mathematics Achievement	48.0
ELA/Reading Gains	34.0
Math Gains	34.0
ELA/Reading Lowest 25% Gains	34.0
Math Lowest 25% Gains	55.0
FSAA Science Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Behaviors interfere with classroom instruction
- Parental involvement with behavior/interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- SNAP program
- Classroom Dojo
- PBIS incentives
- In school suspension program plan

Plan to Monitor Progress Toward G2. 8

Monitoring for effectiveness will include tracking the progress of student data, instructional rounding, data meetings, common planning agendas, coaching reflections, walk-throughs.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence of monitoring will be data notebooks will be by coaches and administration.

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. If we focus on standards based instruction in all academic areas then student achievement will be increased. **1**

 **G098311**

G1.B1 Teacher delivery of standards based lessons. **2**

 **B264493**

G1.B1.S1 Providing teachers with weekly standards based common planning, focusing on unpacking the standards and utilizing test item specifications. **4**

 **S280186**

Strategy Rationale

Unpacking the standards, customizing lessons, and incorporating FSA test item specifications will increase student achievement levels.

Action Step 1 **5**

Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

focus walk throughs

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

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Andrea Schletter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Monitoring will occur during walk throughs. Results of student achievement on core curriculum will be monitored during monthly data chats and during weekly common planning with academic coaches and administration.

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

Administration and instructional coaches will complete focus walks and provide feedback in a timely manner.

Person Responsible

Katheryn Hartigan

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence will be observed during walk throughs and student achievement on core curriculum assessments.

G1.B2 Classroom culture 2

 B264494

G1.B2.S1 Students will track their data using data folders. Teachers will observe video of model teachers in action whom are using interactive journaling during core instruction. 4

 S280187

Strategy Rationale

Student engagement and ownership will increase when using interactive journaling and individual data tracking in all subject areas. This will increase ELA, Math and Science proficiency.

Action Step 1 5

Teachers will attend and use the information gained from professional development on class room engagement using interactive technology, interactive journals, and student data binders.

Person Responsible

Nikki Torian

Schedule

On 5/31/2018

Evidence of Completion

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

Professional Development written into our Yearly PD Plan

Person Responsible

Andrea Schletter

Schedule

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

Evidence of Completion

PD plan and agendas of presented expectations.

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

Walkthroughs conducted by leadership team.

Person Responsible

Andrea Schletter








Schedule

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

Evidence of Completion

Walk through observations for technology used in the classrooms for engagement, written evidence from student interactive journals with teacher feedback, and use of student data binders with fidelity- checked by leadership team and teachers during walk throughs.

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.MA1  M408932	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/22/2016	Monitoring will occur during walk throughs. Results of student achievement on core curriculum will be monitored during monthly data chats and during weekly common planning with academic coaches and administration.	6/2/2017 weekly
G1.B2.S1.MA1  M408933	Walkthroughs conducted by leadership team.	Schletter, Andrea	8/21/2017	Walk through observations for technology used in the classrooms for engagement, written evidence from student interactive journals with teacher feedback, and use of student data binders with fidelity- checked by leadership team and teachers during walk throughs.	5/31/2018 monthly
G1.B2.S1.MA1  M408934	Professional Development written into our Yearly PD Plan	Schletter, Andrea	8/21/2017	PD plan and agendas of presented expectations.	5/31/2018 quarterly
G1.B2.S1.A1  A377790	Teachers will attend and use the information gained from professional development on class room...	Torian, Nikki	8/21/2017		5/31/2018 one-time
G1.MA1  M408935	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Schletter, Andrea	8/21/2017	Evidence will be observed during walk throughs and be evident in data binders and results of student achievement on core curriculum.	6/1/2018 weekly
G1.B1.S1.MA1  M408931	Administration and instructional coaches will complete focus walks and provide feedback in a timely...	Hartigan, Katheryn	8/21/2017	Evidence will be observed during walk throughs and student achievement on core curriculum assessments.	6/1/2018 weekly
G1.B1.S1.A1  A377789	Provide data driven professional development which include instructional strategies and resources...	Schletter, Andrea	8/21/2017	focus walk throughs	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If we focus on standards based instruction in all academic areas then student achievement will be increased.

G1.B1 Teacher delivery of standards based lessons.

G1.B1.S1 Providing teachers with weekly standards based common planning, focusing on unpacking the standards and utilizing test item specifications.

PD Opportunity 1

Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.

Facilitator

Administration, Katheryn Hartigan, Allison Warnock, Deandrea Harris

Participants

K-5 teachers

Schedule

Weekly, from 8/21/2017 to 6/1/2018

G1.B2 Classroom culture

G1.B2.S1 Students will track their data using data folders. Teachers will observe video of model teachers in action whom are using interactive journaling during core instruction.

PD Opportunity 1

Teachers will attend and use the information gained from professional development on class room engagement using interactive technology, interactive journals, and student data binders.

Facilitator

Nikki Torian

Participants

All K-5 Teachers

Schedule

On 5/31/2018

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	Provide data driven professional development which include instructional strategies and resources to meet the needs of all students and create student engagement.				\$0.00
2	G1.B2.S1.A1	Teachers will attend and use the information gained from professional development on class room engagement using interactive technology, interactive journals, and student data binders.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	2431 - Gregory Drive Elementary School	School Improvement Funds		\$2,800.00
			<i>Notes: Instructional materials- Interactive Journals for each child- 700 students for math, ELA, writing, and science (4 per child).</i>			
Total:						\$2,800.00