

Gadsden County Schools

Gadsden Elementary Magnet School



2017-18 Schoolwide Improvement Plan

Gadsden Elementary Magnet School

200 PROVIDENCE RD, Quincy, FL 32351

www.gadsdenschools.org

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)
Combination School PK-8	No	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	96%

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 was approved by the Gadsden County School Board on 2/27/2018.

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 Gadsden Elementary Magnet 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.

It is the mission of the faculty and staff of Gadsden Elementary Magnet School to provide all children with a challenging, high-quality educational experience

b. Provide the school's vision statement.

To achieve our vision, we will create a rich multicultural environment for learning by designing an integrated curriculum with strong science, fine arts, and social studies components

2. School Environment

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

Prior to the first day of school, the site administrator provides an informal opportunity for students and parents to meet the teachers, and tour the campus. Throughout the school year, parents will have opportunities to engage in monthly parent workshops and parental involvement activities.

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

In an effort to promote a safe environment, all visitors are required to check in at the front office. The front office is the only point of entrance onto school grounds once school is in session. All entrances are locked at the start of the day and remain in this status until dismissal.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school follows the district's Student Code of Conduct procedures to minimize behavior infractions before, during, and after school. Each teacher posts rules in class and students are informed of corresponding consequences.

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 guidance counselor provides small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing families..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

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.

The district's student information system (Skyward) has built in supports to identify early warning indicators. The school's guidance counselor maintains a log of student absences, suspensions, and course failures.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	3	3	2	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	0

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

- * Teachers are required to document support for academic interventions on lesson plans
- * Teachers submit data forms to Principal each week
- * Teachers have data chats with students bi-weekly
- * Parents are required to attend data meetings once each month

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

- * Parents are invited to join the school's Parent Teacher Association (PTA) & the School Advisory Councils (SAC).
- * Parents are informed of staff, instructional, and policy changes through parent letters and Skylert.

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's leadership team will hold quarterly meetings with area business and community leaders to implement programs/strategies to promote student achievement.

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
Davis, Allysun	Principal
Baker, Annette	School Counselor
Porter, LaTasha	Teacher, K-12

b. Duties

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

Principal- monitors the process, leads discussions, implements improvement efforts

Guidance Counselor - assists the team in accessing and interpreting discipline data

Resource Teacher- provide feedback and ongoing support for staff

Gifted Teacher- provide feedback and ongoing support for staff

K-12 Staff- provide feedback and ongoing support for staff

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 school's leadership team meets on the first Tuesday of each month to discuss data concerns, changes to the curriculum, and to complete a needs assessment.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kira Brown	Student
Allysun Davis	Principal
Latasha Porter	Teacher
Cedric Chandler	Parent
Kecia Payton	Parent
Eddie Allen	Parent
Tonya Green	Parent
Timothy Cole	Business/Community
Richelle Robinson	Parent
Gerald Powell	Parent
Derilyn Dixon	Parent
Fernesha Gainous-Austin	Parent
Morena Vasquez-Hernandez	Parent
Catlerin Mendez	Parent
Lola Fulmer	Parent
Matthew Fulmer	Parent
Jari Lewis	Education Support Employee
Julius Ervin	Teacher

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

Each goal in last year's plan was achieved.

b. Development of this school improvement plan

During the summer, the committee met to discuss the schools annual data. The committee developed goals and agreed upon strategies to attain the goals.

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

Funds for the 2017-2018 school year have not been allocated.

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

GEMS did not receive school improvement funds last 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.

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
Davis, Allysun	Principal
Porter, LaTasha	Teacher, K-12
Baker, Annette	School Counselor

b. Duties

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

- * The school has a mini library in the front office. Students are encouraged to check out books.
- * The Principal leads a book club with middle school students. The club meets once a week for 30 minutes.

The aims of the literacy team are to :

- * Ensure that text complexity, along with close reading and rereading of texts, is central to lessons
- * Provide scaffolding that does not preempt or replace text reading by students
- * Develop and ask text dependent questions from a range of question types
- * Emphasize students supporting their answers based upon evidence from the text
- * Provide extensive research and writing opportunities (claims and evidence)

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.

Teachers meet individually in the elementary grades and collectively in the middle school areas. During the meetings, the teachers plan, discuss best practices, and identify grade level and school level strengths and deficiencies. This also provides opportunities for the district instructional coaches and our school's resource teacher to meet with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments.

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

- * Participation in district sponsored recruitment efforts
- * Use of the employee database system
- * Provide mentors to newly hired instructors
- * Provide training to enhance instruction

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

Novice teachers are paired with veteran teachers who have proven strengths in instruction and classroom management

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.

The school uses instructional materials that have been approved by the state and the district. Implementation of the materials is monitored by the Principal. Instructional practices are monitored daily and feedback is given immediately.

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.

Based upon the analysis of our bi-weekly formative assessment data, classroom teachers will adjust their instruction and plans for whole and small group instruction. The formative assessments will be created, and closely aligned to the FSA specifications. Classroom teachers, the resource teacher, and the principal

will collaborate in the creation of these formative assessments.

Anchor texts will be selected by teachers and the district instructional coaches to ensure they are within each grade level band and meet text the complexity requirements, qualitatively and quantitatively. Assessment questions will mirror the content limits for each standard as listed in the FSA item specifications. During data meetings, teachers and school administration will look for patterns across their grade level data and plan for next instructional steps.

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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

Gadsden Elementary Magnet School has one Pre-K classroom. The Pre-K teacher meets regularly with the Kindergarten teacher to ensure the students are receiving adequate academic support. At the end of the school year, the Pre-K students and their parents are invited to the campus to tour the Kindergarten class, speak with the teacher and discuss expectations. We also offer an opportunity for our eighth graders to visit East Gadsden High School to experience high school life.

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.

We have established a partnership with the National Field High Magnetic Lab and Florida State University's School of Medicine to support the science program within the school. Medical students assist our instructional staff in designing lessons to increase student achievement, expose students to science concepts, and develop mini labs that provide hands on exposure to a variety of concepts.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.** To implement effective small group instruction in Mathematics.
- G2.** Achieve 80% passing rate as measured by the Biology EOC examination.
- G3.** Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 84% to 85%.
- G4.** Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments.

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. To implement effective small group instruction in Mathematics. 1a

G099165

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
Algebra I EOC Pass Rate	85.0

Targeted Barriers to Achieving the Goal 3

- Novice teachers providing instruction in mathematics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers have common planning times to discuss best practices
- Data is discussed during faculty meetings to identify strengths and weaknesses
- Teachers are given opportunities to observe veteran teachers

Plan to Monitor Progress Toward G1. 8

Teachers submit weekly data to the principal (iready, Acaletics, Journeys, Florida Test Power, Go Math, Ready Math)

Person Responsible

Allysun Davis

Schedule

On 5/21/2018

Evidence of Completion

* Teachers will incorporate small groups and skills groups into their mathematics instructional periods. * Classroom teachers will collect student data and identify their academic needs. *Data will be analyzed and reviewed in PLC's, faculty meetings, and grade level meetings to determine if the intervention is successful and/or needs to be revised.

G2. Achieve 80% passing rate as measured by the Biology EOC examination. 1a

G099166

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- * The school has developed a partnership with Florida State University. Medical students from the SSTRIDE program will report to GEMS daily to provide targeted instruction in Biology.

Plan to Monitor Progress Toward G2. 8

Data from the Science Diagnostic assessment will be analyzed and students will be targeted for small group instruction based on the branches of science and areas of need

Person Responsible

Allysun Davis

Schedule

On 5/21/2018

Evidence of Completion

- * Students will participate in a variety of hands-on experiments directly related to Biology standards
- * Students will participate in e field trips to science based facilities

G3. Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 84% to 85%. 1a

G099167

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	85.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- SStride Program- Florida State Medical School Partnership with the Magnetic Lab On Site Gifted Teacher

Plan to Monitor Progress Toward G3. 8

Teachers will submit benchmark data to the school's principal

Person Responsible

Allysun Davis

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Percentage of students showing mastery of science benchmarks

G4. Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments. **1a**

 G099168

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

- On-site resource teacher
- Professional Development (District & School Level)

Plan to Monitor Progress Toward G4. **8**

- * The instructional staff progress monitors benchmarks within the instructional program.
- * Lesson Plans are checked weekly to document high order questioning, intervention groups, and targeted skills
- * Teachers submit data analysis forms to the principal each week (documenting remediation, enrichment, and maintenance efforts)
- * i-ready data is used to develop instructional paths for students and to create small group activities

Person Responsible

Allysun Davis

Schedule

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

Evidence of Completion

* Lesson plans * Data analysis forms * iready data * program assessment data (Ready, Journeys)

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Total:	\$0.00
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