Leon County Schools

Gilchrist Elementary School

2018-19 Schoolwide Improvement Plan

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Gilchrist Elementary School

1301 TIMBERLANE RD, Tallahassee, FL 32312

https://www.leonschools.net/gilchrist

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

https://www.leonschools.net/gilchrist

School Leadership Team

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

Name	Title
Knight, April	Assistant Principal
Wyatt, Rosemary	School Counselor
Steverson, Bevin	School Counselor
Crowe, Scotty	Principal
Edwards, George Rusty	Assistant Principal

Duties

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

The principal leads the school community in developing, communicating and implementing a vision that is informed by the community context.
• The leadership team sets high expectations for teaching and learning.
• The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model.
• The leadership will identify resources to increase data driven instruction with best practices to sustain high-
quality instruction.
• School personnel share leadership responsibilities and participate in decision making that advances the
school’s mission.
Collectively, the team will:
• Attend grade level meetings
• Implement data driven intervention programs
• Embed onsite professional development

• Schedule daily common planning times
• Visit classrooms to observe instruction and provide feedback

Early Warning Systems

Year 2017-18

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	3	13	12	9	7	14	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	3	8	7	8	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	7	5	0	0	0	0	0	0	0	12

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	6	5	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	8	1	0	1	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	5	1	0	0	0	0	0	0	0	0	0	0	6

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading gains of the lowest 25% of learners decreased from 59% to 52% over the previous school year. The school has seen growth in this area as measured by the 2015-2016 and 2017-2018 school years.

Which data component showed the greatest decline from prior year?

Reading gains of the lowest 25% of learners decreased by 7% over the previous school year.

Which data component had the biggest gap when compared to the state average?

Gilchrist Elementary achieved its greatest learning gains in the ELA proficiency component. The state's average for the 2018 school year is 56%. Eighty-two percent of Gilchrist's learners, a margin of 26%, scored a level 3 or higher in the ELA component.

Which data component showed the most improvement? Is this a trend?

The percentage of students achieving a level 3 or higher in math increased by 4% over the previous school year. Students have traditionally performed well in math with over 80% of students performing at a level 3 or higher.

Describe the actions or changes that led to the improvement in this area.

Targeted instruction as well as before school and after-school tutorials were the greatest common factors in math learning gains.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	82%	57%	56%	83%	57%	52%
ELA Learning Gains	68%	53%	55%	64%	55%	52%
ELA Lowest 25th Percentile	52%	46%	48%	56%	49%	46%
Math Achievement	85%	61%	62%	87%	62%	58%
Math Learning Gains	69%	55%	59%	71%	63%	58%
Math Lowest 25th Percentile	58%	40%	47%	59%	47%	46%
Science Achievement	76%	52%	55%	85%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3 (15)	13 (17)	12 (7)	9 (17)	7 (11)	14 (10)	58 (77)
One or more suspensions	0 (0)	0 (2)	0 (1)	0 (0)	0 (0)	0 (0)	0 (3)
Course failure in ELA or Math	0 (0)	0 (1)	3 (0)	8 (1)	7 (0)	8 (0)	26 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (5)	7 (2)	5 (8)	12 (15)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	61%	22%	57%	26%
	2017	80%	62%	18%	58%	22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	81%	58%	23%	56%	25%
	2017	81%	59%	22%	56%	25%
Same Grade Comparison		0%				
Cohort Comparison		1%				
05	2018	78%	57%	21%	55%	23%
	2017	80%	61%	19%	53%	27%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	89%	64%	25%	62%	27%
	2017	78%	60%	18%	62%	16%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	79%	62%	17%	62%	17%
	2017	84%	64%	20%	64%	20%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
05	2018	85%	58%	27%	61%	24%
	2017	79%	63%	16%	57%	22%
Same Grade Comparison		6%				
Cohort Comparison		1%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	75%	56%	19%	55%	20%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	40	25	22	47	35	16					
ELL	57			79							
ASN	94	82		97	95		91				
BLK	57	43	33	61	52	45	40				
HSP	67	77		72	46						
MUL	94	73		94	64						
WHT	87	70	61	90	71	65	83				
FRL	67	59	44	73	57	47	53				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	32	48	42	36	42	39	28				
ELL	67	82		72	82						
ASN	90	79		87	89						
BLK	50	55	47	53	64	53	55				
HSP	71			76							
MUL	89			78							
WHT	88	70	69	88	73	64	84				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
FRL	66	56	54	61	61	45	61				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading Achievement
Rationale	Increase the percentage of students in the lower 25% achieving learning gains in reading.
Intended Outcome	With strategic interventions, we will increase learning gains of the lower 25% in reading to at least 60%.
Point Person	April Knight (knighta@leonschools.net)
Action Step	
Description	-Identify lower 35% of learners in reading -identify reading component/standard deficient using reading data: FSA, STAR, Aimsweb, iReady -develop reading intervention program based on needs assessment (Targets:Vocabulary/Comprehension)
Person Responsible	April Knight (knighta@leonschools.net)
Plan to Monitor Effectiveness	
Description	-Review Bi-Weekly progress monitoring data with Reading Coach, Ana Ross -Track learning gains/standards mastered (data notebook) -Use progress monitoring data to identify students who may require interventions throughout the school year -Meet weekly with homeroom teacher to review data, discuss interventions, and assess progress
Person Responsible	April Knight (knighta@leonschools.net)

Activity #2	
Title	Math Learning Gains
Rationale	In an effort to increase math learning gains, we will provided additional math support before school and after school.
Intended Outcome	Increase the percentage of students making learning gains in math from 69%to 70%.
Point Person	Scotty Crowe (crowes2@leonschools.net)
Action Step	
Description	In addition to classroom interventions, small group math interventions will be offered to students needing additional math support. -Lower 35% of math performers will be identified by FSA, iReady, and Go Math Assessments -Students will be invited to participate in H.E.A.R.T (after school) or iReady math lab (before school)
Person Responsible	Scotty Crowe (crowes2@leonschools.net)
Plan to Monitor Effectiveness	
Description	iReady reports and Go Math assessment data will be used to monitor the progress of each participant.
Person Responsible	Scotty Crowe (crowes2@leonschools.net)

Activity #3	
Title	Science Achievement
Rationale	We will increase the number of students performing at a level 3 or higher on FCAT Science.
Intended Outcome	The percentage of students performing at a level 3 or higher will increase from 76% to 77%.
Point Person	Scotty Crowe (crowes2@leonschools.net)
Action Step	
Description	-All students will complete a pre and post assessment. -Common deficits will be identified based on data. -While teaching new 5th grade standards, teachers will incorporate a weekly 3rd and 4th grade standards review. - Fifth grade students will be invited to attend H.E.A.R.T (after school) for additional support -During science instruction time, teachers will review 3rd and 4th grade standards, through mini-lessons.
Person Responsible	Scotty Crowe (crowes2@leonschools.net)
Plan to Monitor Effectiveness	
Description	Pre and Post Assessment data as well as weekly science assessments will be used to determine program effectiveness.
Person Responsible	Scotty Crowe (crowes2@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent Involvement is directly correlated to the consistent academic success at Gilchrist Elementary School. Gilchrist creates a warm and inviting environment in which parents, families, 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.

*We will continue to invite our families, parents, and community members to celebrations and academic presentations (Veteran's Day Parade, Muffins for Moms, Doughnuts for Dads, etc.).

*Our families will be informed through Weekly Parent Newsletters via the school listserv, PTO Newsletters, as well as updates and reminders through the school's website.

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

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
*Full-time behavior specialist will support students with social-emotional needs
*New Horizon's Counselor (Group sessions for identified students at least 1 day per week)
*Mentors assigned to students identified with concerns
*Instruction and various campus activities through guidance and health classes 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.

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:
*Principal's Welcome letters to the parents of new students before the first days of school
*Orientation (August-prior to the first day of school)
*Open House (September)

*Transition Packets (prepared by school counselors with strategies available on the school's website)
*Social events hosted by Gilchrist's PTO (added layer of support for new and returning families)
*Middle School Transition Meetings
*Communicate middle school activities open to 5th grade students and parents (email)
*Former Student Speaker- encourage and assist in informing students of expectations at secondary expectations

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 will work collaboratively to assess and allocate resources to maximize personnel, time, funding and materials.

The leadership team will meet with instructional and non-instructional personnel weekly to determine progressions. The leadership team will also collaborate with PTO, SAC and the MTSS team to ensure resources are allocated appropriately.

Principal Crowe will lead this initiative by attending weekly meetings with various stakeholders.

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

Part V: Budget

Total:	**$7,888.72**