Gregory Drive Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 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	83%

School Grades History

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

School Board Approval

This plan is pending approval by the Duval 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.

Gregory Drive Elementary School is a school in which every child, regardless of his or her background, becomes a healthy, productive, and educated member of society, through a safe and supportive academic experience.

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 his or her highest potential, drawing on the child's entire community for support.

School Leadership Team

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

Name	Title
Sapp, Augena	Principal
Matthews, Hannah	Instructional Coach
Washington, Teri	Instructional Coach
Brown, Tangela	School Counselor

Duties

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 bi-weekly to review data that is linked to instructional decisions. The team will also collaborate, problem solve, share effective practices, processes and skills.
AuGena Sapp, Principal - Will monitor standards taught and planned for core curriculum. Monitor and model the use of Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and monitored during monthly RTI meetings. Instruction will be
monitored through classroom observations(Perform) and frequent forms of feedback. Professional development will be determined based on all of the above. As needed, the principal will initiate growth plans for intensive professional development and monitor task completion.

Lindsay Allen, Assistant Principals - Will monitor standards taught and planned for core curriculum. Monitor and model the use of Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and monitored during monthly RTI meetings. Instruction will be
monitored through classroom observations(Perform) and frequent forms of feedback. Professional development will be determined based on all of the above.

Hannah Matthews, Reading Coach - Provides professional development on effective instructional

strategies and
the implementation of rigorous reading instruction as it pertains to Common Core standards/ New Florida
Standards. She provides daily support to teachers, models lessons as needed and requested
and assists teachers with lesson planning. She also supports teachers by conducting intervention on
a small group of students.

Teri Washington, Math Coach - Provides professional development on effective instructional strategies and
implementation of rigorous math instruction as it pertains to Common Core standards/ New Florida
Standards. She provides daily support to teachers, models lessons as needed and requested
and assists teachers with lesson planning. She also supports teachers by conducting intervention on
a small group of students.

Tangela Brown, 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. Supports the needs of the whole
child and provides resources to parents.

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	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	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/23/2018

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	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

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	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

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?

BQ performed the lowest in reading. No, this is not a trend.

Which data component showed the greatest decline from prior year?

ELA dropped 1 point over all from the previous year, but dropped 29 points from the previous year in the BQ.

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

ELA BQ showed the largest gap when compared to the state average.

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

ELA Acheivement data showed the most improvement compared to state

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

Increased focus on core instruction with an emphasis on teaching the standard and planning lessons that meet the individual needs of our students.

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	30%	50%	56%	30%	46%	52%
ELA Learning Gains	42%	51%	55%	35%	49%	52%
ELA Lowest 25th Percentile	33%	46%	48%	29%	45%	46%
Math Achievement	34%	61%	62%	40%	57%	58%
Math Learning Gains	42%	59%	59%	36%	60%	58%
Math Lowest 25th Percentile	34%	48%	47%	32%	49%	46%
Science Achievement	38%	55%	55%	40%	49%	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	0 (55)	0 (41)	0 (55)	0 (44)	0 (37)	0 (44)	0 (276)
One or more suspensions	0 (1)	0 (1)	0 (0)	0 (3)	0 (6)	0 (5)	0 (16)
Course failure in ELA or Math	0 (10)	0 (35)	0 (7)	0 (1)	0 (7)	0 (3)	0 (63)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (25)	0 (39)	0 (62)	0 (126)

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	30%	50%	-20%	57%	-27%
	2017	20%	51%	-31%	58%	-38%
Same Grade Comparison		10%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						
04	2018	23%	49%	-26%	56%	-33%
	2017	28%	52%	-24%	56%	-28%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
05	2018	37%	51%	-14%	55%	-18%
	2017	26%	48%	-22%	53%	-27%
Same Grade Comparison		11%				
Cohort Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	42%	59%	-17%	62%	-20%
	2017	26%	62%	-36%	62%	-36%
Same Grade Comparison		16%				
Cohort Comparison						
04	2018	23%	60%	-37%	62%	-39%
	2017	35%	64%	-29%	64%	-29%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				
05	2018	34%	61%	-27%	61%	-27%
	2017	28%	57%	-29%	57%	-29%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	36%	56%	-20%	55%	-19%
	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	23	21		36	23		20				
ELL	11	21		22	29						
ASN	55			64							
BLK	24	40	33	29	38	33	28				
HSP	30	27		41	43		20				

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
MUL	50			63							
WHT	43	54		35	48		61				
FRL	29	42	33	34	41	33	35				
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	25	57		36	46		18				
ELL	5	40		19	45						
ASN	46	73		54	36						
BLK	23	45	62	26	42	32	28				
HSP	12	35		29	48		30				
MUL	15			31							
WHT	33	39		34	41		33				
FRL	23	43	57	26	41	38	23				

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	Improving English/Language Arts Instruction
Rationale	~ 30% of the students were proficient on the Florida Standards Assessment for ELA ~ 32% of K-5 students scored On or Above Level on the i-Ready Reading Spring Diagnostic ~ Reading gains on the FSA decreased from 44% to 42% from 2017 to 2018 ~ Reading bottom quartile gains on the FSA decreased from 62% to 33% ~ There is a lack of standard/content knowledge by the classroom teachers ~ The current curriculum provides scripted lessons which as disabled the ability of planning by unpacking the standards. ~ Teachers need to be knowledgeable of standards, item specifications,and question stems as they are planning instruction. ~ Corrective Reading is a powerful Direct Instruction remedial reading series that solves a wide range of problems for struggling older readers, even if they have failed with other approaches. This will be used as a supplement with the intention of improving student performance in reading.
Intended Outcome	~ Increase ELA Proficiency to 34% ~ Increase ELA Gains to 48% ~ Increase BQ ELA Gains to 37%
Point Person	Augena Sapp (sappa@duvalschools.org)
Action Step	
Description	~ Teachers will engage in extended Common Planning for 90 minutes per week to unpack, plan, and pull resources using a Common Planning Organizer. ~ Provide Professional Learning Cycles to plan standards based units of study using authentic literature ~ Provide the students with more texts in hand for increased exposure to literature ~ Increased remediation with the Bottom Quartile students using Leveled Literacy Instruction and Benchmark Assessments. ~ Exposure to students to build background knowledge in non-fictional real world experiences.
Person Responsible	Augena Sapp (sappa@duvalschools.org)
Plan to Monitor Effectiveness	
Description	~ Monitor Assessments and analyze data through bi-weekly data chats as a grade level. ~ Monitor student growth by conducting monthly data chats with teachers. ~ Student data notebooks for personal student accountability ~ Monitor the Bottom Quartile student data and their growth in core instruction. ~ Monitor the Bottom Quartile student data and their growth in remediation using Leveled Literacy Instruction
Person Responsible	Augena Sapp (sappa@duvalschools.org)

Activity #2	
Title	Improving Mathematics Instruction
Rationale	~Mathematics bottom quartile gains on the FSA remained 34% ~ There is a lack of small group instruction in the area of mathematics. ~ Teachers need to be knowledgeable of standards, item specifications,and question stems as they are planning instruction.
Intended Outcome	~ Increase Math Proficiency to 38% ~ Increase Math Gains to 48% ~ Increase BQ ELA Gains to 38%
Point Person	[no one identified]

Action Step	
Description	~ Teachers will engage in extended Common Planning for 90 minutes per week to unpack, plan, and pull resources using a Common Planning Organizer. ~ Provide Professional Learning Cycles to plan standards based lessons and centers for remediation ~ Provide the students with more FSA style practice using MAFS Ready Common Core Mathematics workbooks ~ Increased remediation with the Bottom Quartile students using the i-Ready toolkit and assigning Standards Mastery Assessments. ~ Exposure to students to build background knowledge in real world experiences involving the concepts of mathematics. ~ Acaletics is a program that is designed to assist students in excelling in mathematics, improving academic achievement, and closing achievement gaps. This will be used as a supplement for the purpose of improving mathematics results significantly.
Person Responsible	Augena Sapp (sappa@duvalschools.org)

Plan to Monitor Effectiveness	
Description	~ Monitor student growth by conducting monthly data chats with teachers. ~ Student data notebooks for personal student accountability ~ Monitor the Bottom Quartile student data and their growth in core instruction. ~ Monitor the Bottom Quartile student data and their growth
Person Responsible	Augena Sapp (sappa@duvalschools.org)

Activity #3	
Title	Improving Student Engagement and Instructional Delivery
Rationale	~ Student engagement and collaboration in the classroom was not effective school-wide. CAST evaluation ratings show several teachers that are Developing/Needs Improvement in this category. ~ A lack of student discourse caused too much teacher dialogue and not enough metacognitive interactions. ~ Students were not engaged in the lessons.
Intended Outcome	~ Increased student participation with discussions and activities that engage students in the learning.
Point Person	Augena Sapp (sappa@duvalschools.org)
Action Step	
Description	~ Provide teachers with professional development and continual support in the area of instructional delivery. ~ Increase the use of technology to increase engagement within the classrooms. ~ Provide classrooms with individual marker white boards and other tools used for engagement to be use during instruction. Checks for understanding and group collaboration will increase and provide the teacher with real time data to drive instruction.
Person Responsible	Augena Sapp (sappa@duvalschools.org)
Plan to Monitor Effectiveness	
Description	~ Classroom walk through observations ~ Video and share model classrooms that are rich with student ownership and discourse. ~ Perform evaluations (Domain 2)
Person Responsible	Augena Sapp (sappa@duvalschools.org)

Activity #4	
Title	Leadership Development and Support
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Master Principal who serves as the principal over a zone of schools and a turnaround principal on special assignment. The turnaround principal on special assignment will support the Master Principal in cultivating an instructional team of teachers by: providing continuous administrative support, guidance with teachers and support staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
Intended Outcome	Increased daily instructional practices that support engaged student learning and increased demonstration of grade level mastery of Florida Standards.
Point Person	Augena Sapp (sappa@duvalschools.org)

Action Step	
Description	o Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal o Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; o Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. o Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Recruit and retain a diverse team of high quality personnel. *Team members have the opportunity to develop professionally *Increased Student Achievement *Increased support for the leadership team
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

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.

Please see Parental Involvement Plan.

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.

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.

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.

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 teachers on best practices and effective instructional strategies, instructional materials, and instructional programs.

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.

Part V: Budget

Total:	$306,398.75