Gregory Drive Elementary School

2021-22 Schoolwide Improvement Plan

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Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

http://www.duvalschools.org/gde

Demographics

Principal: Augena Sapp

Start Date for this Principal: 11/4/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: D (36%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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Purpose and Outline of the SIP

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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 experiences SUCCESS in a
Safe and civil environment,
Unified in purpose,
Committed to making the community proud,
College and career bound,
Encouraged to excel,
Supported in all endeavors, to
Strive for success.

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, position title, and job duties/responsibilities for each member of the
school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Sapp, Augena	Principal	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.
Spassoff, Mariah	Assistant Principal	Mariah Spassoff, Assistant 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.
Jordan, Angela	Instructional Coach	Angela Jordan, ELA Coach - Provides professional development on effective instructional strategies and implementation of rigorous ELA 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.
Gray, Crystal	Instructional Coach	Crystal Gray, 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.
Clawson, Tamme	Administrative Support	Tamme Clawson - Reading Interventionist - Provides instructional support and intervention for students in the area of ELA. Analyzes data and plans next steps for instruction to move students towards being on grade level.
Brown, Tangela	School Counselor	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.

Demographic Information

Principal start date

Saturday 11/4/2017, Augena Sapp

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

496

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	83	88	92	111	105	86	0	0	0	0	0	0	0	565
Attendance below 90 percent	50	56	55	61	62	35	0	0	0	0	0	0	0	319
One or more suspensions	6	2	8	11	11	6	0	0	0	0	0	0	0	44
Course failure in ELA	29	64	58	75	87	65	0	0	0	0	0	0	0	378
Course failure in Math	3	3	1	7	0	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	42	60	61	37	34	29	0	0	0	0	0	0	0	263

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	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	50%	57%	30%	50%	56%
ELA Learning Gains				49%	56%	58%	42%	51%	55%
ELA Lowest 25th Percentile				53%	50%	53%	33%	46%	48%
Math Achievement				39%	62%	63%	34%	61%	62%
Math Learning Gains				61%	63%	62%	42%	59%	59%
Math Lowest 25th Percentile				64%	52%	51%	34%	48%	47%
Science Achievement				21%	48%	53%	38%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	24%	51%	-27%	58%	-34%
Cohort Comparison						
04	2021					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison		-24%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	61%	-30%	62%	-31%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-31%				
05	2021					
	2019	33%	57%	-24%	60%	-27%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	49%	-29%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten through 5th Grade used i-Ready in the Fall, Winter, and Spring. 3rd through 5th Grade also used district created Progress Monitoring Assessments. For the purpose of consistency, we will use i-Ready results.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	18%%	35%
	Economically Disadvantaged	12%	19%	35%
	Students With Disabilities	0%	0%	33%
	English Language Learners	0%	33%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	21%	40%
	Economically Disadvantaged	9%	21%	43%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	16%	16%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	8%	16%
	Economically Disadvantaged	6%	6%	15%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	8%	16%
	Economically Disadvantaged	13%	10%	15%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	14%	24%
	Economically Disadvantaged	8%	12%	22%
	Students With Disabilities	11%	11%	22%
	English Language Learners	100%	0%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	5%	14%
	Economically Disadvantaged	2%	2%	14%
	Students With Disabilities	12%	22%	33%
	English Language Learners	0%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	8%	12%
	Economically Disadvantaged	3%	7%	14%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	2%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	5%	10%
	Economically Disadvantaged	0%	5%	10%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	16%	16%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	7%	10%
	Economically Disadvantaged	0%	9%	9%
	Students With Disabilities	0%	16%	15%
	English Language Learners	0%	0%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	8%	20%
	Economically Disadvantaged	2%	10%	23%
	Students With Disabilities	18%	16%	30%
	English Language Learners	0%	0%	20%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	28		17	24	27	7				
ELL	23	60		50	60		27				
BLK	20	27		20	33	23	15				
HSP	27	62		36	54		33				
MUL	38			47							
WHT	26	45		29	55						
FRL	22	34	33	24	38	35	19				
2019 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 2017-18	C & C Accel 2017-18
SWD	18	17		11	38						
ELL	14	73		21	82						
BLK	28	43	39	37	58	60	19				

2019 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 2017-18	C & C Accel 2017-18
HSP	20	71	80	40	84		20				
MUL	58			67							
WHT	33	48		35	48		15				
FRL	27	45	52	36	57	63	16				

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				
MUL	50			63							
WHT	43	54		35	48		61				
FRL	29	42	33	34	41	33	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grade levels across all content areas for all students made growth from the beginning of the year to the end of year progress monitoring report. Economically disadvantaged percentages were very close to the overall student percentages. ELL and ESE students did not make significant growth.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Proficiency needs to increase more in ELA based on the 2019 state assessment. 2020-2021 progress monitoring indicates a need for increased proficiency in ELA and Math across all subgroups, especially in ESE and ELL.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The Covid-19 slide inclusive of virtual instruction and lack of attendance plays a great part in the inconsistency of growth. With all students returning to the school building, more targeted intervention/ instruction will be implemented for specific subgroups in our action plan.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area of Mathematics proficiency and Mathematics gains showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategic implementation of the Florida Standards with FSA aligned practice, the use of Acaletics as a mathematical supplement, and targeted groupings of students for proficiency and those for gains was consistently implemented and monitored.

What strategies will need to be implemented in order to accelerate learning?

Thorough collaborative planning to implement standards based instruction in all core subjects, strategic intervention for targeted subgroups, and regular monitoring of student progress every 4 weeks.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided 2 and a half hours of Professional Learning Community (PLC) opportunities once per month in addition to weekly common planning in order to focus on implementing the standards and providing students with instruction that matches the achievement level descriptors. District provided professional development on instructional delivery and monthly Early dismissal meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After school tutoring, Saturday school, and quarterly parent conference nights for progress monitoring/reporting.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	ELA Standards-aligned Instruction: Standards Focus Walk data shows Gregory Drive averaging a 2.7 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning. Based on a comparison to the benchmark, an mScore of 31 means that Gregory Drive Elementary School is weak on this measure. 1. Correcting the gap in literacy is the objective in order to increase proficiency in reading. Using researched based programs, we hope to correct the foundational deficiencies and build fluency for improved comprehension. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that fully teaching the standards will produce higher proficiency.
Measurable Outcome:	Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8. 5 Essentials Data, under strong professional development will increase from 31 (weak) to 57 (neutral).
Monitoring:	Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored. Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.
Person responsible for monitoring outcome:	Augena Sapp (sappa@duvalschools.org)
Evidence-based Strategy:	1. Standards Walk-though observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers. 2. Common planning structured to unpack the standards 3.Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.
Rationale for Evidence-based Strategy:	As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible	Augena Sapp (sappa@duvalschools.org)

~Teachers will engage in weekly Common Planning to unpack, plan, and pull resources focused on standards based instruction.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Provide Professional Learning Cycles to plan standards based units of study using authentic literature and analyzing student work and assessments for alignment.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Monitor remediation with the Bottom Quartile students using Leveled Literacy Instruction, Corrective Reading, Reading Mastery Signature Edition, Language for Learning, and Benchmark Assessments.

Person Responsible Tamme Clawson (clawsont@duvalschools.org)

~Engagement in real world experiences to build student background knowledge by planning field trip to support standards.
~Engagement strategies implement using technology to enhance the learning environment through use of interactive monitor and voice amplifiers.

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~ Title 1: Utilize Instructional Support staff and paraprofessionals to conduct small group instruction.

Person Responsible Tamme Clawson (clawsont@duvalschools.org)

~ Title 1: Provide Media Specialist with standards to align with Core instruction for student visits.

Person Responsible Angela Jordan (joradana@duvalschools.org)

Title 1: Provide the students with more texts in hand for increased exposure to literature.

Person Responsible Tamme Clawson (clawsont@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Science Standards-aligned Instruction: Standards Focus Walk data shows Gregory Drive averaging a 2.7 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning. Based on a comparison to the benchmark, an mScore of 31 means that Gregory Drive Elementary School is neutral on this measure. 1. Merging literature science standards will improve instruction and increase proficiency in science. Using researched based programs, we hope to correct the foundational deficiencies and build vocabulary and conceptualization for improved performance. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that fully teaching the standards will produce higher proficiency.
Measurable Outcome:	Students will be targeted for proficiency and their data will be monitored to solidify 65% or higher on each re-assessment by providing remediation for the standards that do not meet mastery. Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8. 5 Essentials Data, under strong professional development will increase from 31 (weak) to 57 (neutral).
Monitoring:	Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored. Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Standards Walk-though observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers. 2. Common planning structured to unpack the standards 3.Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.
Rationale for Evidence-based Strategy:	As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.
Action Steps to Implement	

~Engagement in real world experiences to build student background knowledge by planning field trips to support standards.

~Engagement strategies implement using technology to enhance the learning environment through use of interactive monitor and voice amplifiers.

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Monitoring fidelity of use for Acaletics Science

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~ Increased remediation of standards by analyzing assessment data monthly

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~Providing students with monthly benchmark assessments in order to monitor mastery of standards taught

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~ Provide the students with more literature integration in Science.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Provide teachers with Science Professional Learning Cycles once per month to plan standards based units of study using exploration and literature with a focus on analyzing student work for alignment.

Person Responsible Augena Sapp (sappa@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Mathematics Standards-aligned Instruction: Standards Focus Walk data shows Gregory Drive averaging a 2.7 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning. Based on a comparison to the benchmark, an mScore of 31 means that Gregory Drive Elementary School is weak on this measure. 1. Increased focus on the learning arc to unpack standards will improve instruction and increase proficiency in mathematics. Using researched based programs, we hope to correct the foundational deficiencies and build fluency and conceptualization for improved performance. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that fully teaching the standards will produce higher proficiency.
Measurable Outcome:	Students will be targeted for proficiency and their data will be monitored to solidify 65% or higher on each re-assessment by providing remediation for the standards that do not meet mastery. Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8. 5 Essentials Data, under strong professional development will increase from 31 (weak) to 57 (neutral).
Monitoring:	Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored. Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.
Person responsible for monitoring outcome:	Augena Sapp (sappa@duvalschools.org)
Evidence-based Strategy:	1. Standards Walk-though observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers. 2. Common planning structured to unpack the standards 3.Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.
Rationale for Evidence-based Strategy:	As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.
Action Steps to Implement	

~Provide teachers weekly common planning sessions to plan by unpacking the standards and aligning resources, manipulatives, and strategies for math to build effective lessons.

Person Responsible Crystal Gray (grayc3@duvalschools.org)

~ Provide teachers with Math Professional Learning Cycles to analyzing student work and assessments.

Person Responsible Crystal Gray (grayc3@duvalschools.org)

~ Provide the students with more fact fluency practice.

Person Responsible Crystal Gray (grayc3@duvalschools.org)

~Providing students with frequent assessments in order to monitor mastery of standards taught.

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~ Increased remediation of standards by analyzing assessment data monthly

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Engagement in real world experiences to build student background knowledge by planning field trips to support standards.

~Engagement strategies implement using technology to enhance the learning environment through use of interactive monitor and voice amplifiers.

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~Monitoring fidelity of use for Acaletics Math

Person Responsible Crystal Gray (grayc3@duvalschools.org)

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Increase remediation of standards by analyzing assessment data monthly and utilizing instructional support staff and paraprofessional to conduct small group.

Person Responsible Mariah Spassoff (spassoffm@duvalschools.org)

~Provide differentiated small group materials through the utilization of MAFS iReady workbooks for standard based rigorous practice.

Person Responsible Crystal Gray (grayc3@duvalschools.org)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	The 5 Essentials data show that there needs to be a focus on the area of Support Environment. Improving this area will have a positive impact on the social, emotional, and academic success of students. In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools, students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all students toward high academic performance. It will also improve the teacher retention, cultural proficiency, and relationship between colleagues, administration, parents, and students. Using a book study of Cultural Proficiency: A Manual for School Leaders has benefited many school leaders, students, teachers and communities they serve. Cultural Proficiency helps to establish a mindset and worldview for effectively describing and responding to inequities.
Measurable Outcome:	On the 5 Essentials survey, students responded and Supportive Environment of 34 (weak). The goal is to improve this performance to increase at least 16 points.
Monitoring:	On a monthly basis, students will participate in the selection of Teacher of the Month where they will be able to celebrate their teachers as well as leave feedback on their assessment of their school, staff, and environment. This information will be used monthly for celebration and professional development.
Person responsible for monitoring outcome:	Augena Sapp (sappa@duvalschools.org)
Evidence-based Strategy:	Admin created surveys will be given to students, parents, faculty and staff to keep a current pulse on positive school culture and environment and action steps will result from the analyzing of the data. Official end of year 5 Essentials data will be used as the specific measure that will prove our success with these intentional efforts.
Rationale for Evidence-based Strategy:	5 Essentials Survey (Implementing next steps for each area) is a tool that is used to plan for school improvement. Healthy data on this survey has a direct impact on the academic success of a school.

Action Steps to Implement

Monthly student assessments will be administered using the a rubric to collect data to support that students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all students toward high academic performance.

Parent Liaison will engage, issue, and collect surveys and concerns to turn in to administration for collaboration to improve findings of weak areas on the survey.

Person Responsible	Augena Sapp (sappa@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In progress

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Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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Describe how the school addresses building a positive school culture and environment.

The 5 Essentials data show that there needs to be a focus on the area of positive culture and environment for teachers, students, and parents. This intentional improvement will be implemented this year in the following ways:

Teachers: Teachers will be engaged in a book study using Cultural Proficiency: 4th edition by Randall B. Lindsey. This book will engage colleagues in collaborative dialogue about creating powerful teaching and learning environments. It will help teachers recognize and respond to both individual and group differences to break down barriers. Following each Early Release day, teachers will use the Cultural Proficiency Continuum to assess the limitations of school practices and identify opportunities to shift the culture.

Students: Students will benefit from the book study of their teachers. In addition, students will be engaged in frequent surveys and positive experiences that build awareness and respect for the relationship of others. The input from students will guide administration with next steps to ensure that the students feel valued and are respected which will improve the positive school culture.

Parents: Parents will be surveyed more frequently to provide the school with feedback and suggestions that would improve school culture. Monthly parent nights will maximize opportunity for teachers and parents to engage in positive interaction to positively impact the social, emotional, and academic success of each child.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers: Teachers will be engaged in a book study using Cultural Proficiency: 4th edition by Randall B. Lindsey. This book will engage colleagues in collaborative dialogue about creating powerful teaching and learning environments. It will help teachers recognize and respond to both individual and group differences to break down barriers. Following each Early Release day, teachers will use the Cultural Proficiency

Continuum to assess the limitations of school practices and identify opportunities to shift the culture.

Students: Students will benefit from the book study of their teachers. In addition, students will be engaged in frequent surveys and positive experiences that build awareness and respect for the relationship of others. The input from students will guide administration with next steps to ensure that the students feel valued and are respected which will improve the positive school culture.

Parents: Parents will be surveyed more frequently to provide the school with feedback and suggestions that would improve school culture. Monthly parent nights will maximize opportunity for teachers and parents to engage in positive interaction to positively impact the social, emotional, and academic success of each child.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00