

Gadsden County Schools

Gadsden Elementary Magnet School



2021-22 Schoolwide Improvement Plan

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Gadsden Elementary Magnet School

200 PROVIDENCE RD, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Allysun Davis

Start Date for this Principal: 9/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (73%) 2016-17: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Gadsden 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)
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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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.

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

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

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
Davis, Allysun	Principal	Shaping a vision of academic success for all students. Creating a climate hospitable to education. Cultivating leadership in others. Improving instruction.
Byrd, Lakysa	Psychologist	* Support students' ability to learn and teachers' ability to teach * Apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. * Help create positive environments conducive to learning. * Create intervention services that promote redemptive discipline
Brockman, Dena	Teacher, K-12	Help teachers improve teaching strategies Implement new instructional ideas throughout the school Promote professional learning Facilitate improvements in instruction and student learning Guide their peers in analyzing and applying the data to improve instruction Advocate for student learning
Lewis, Jari	Instructional Coach	Help teachers improve teaching strategies Implement new instructional ideas throughout the school Promote professional learning Facilitate improvements in instruction and student learning Guide their peers in analyzing and applying the data to improve instruction Advocate for student learning
Porter, LaTasha	Teacher, K-12	Help teachers improve teaching strategies Implement new instructional ideas throughout the school Promote professional learning Facilitate improvements in instruction and student learning Guide their peers in analyzing and applying the data to improve instruction Advocate for student learning

Demographic Information

Principal start date

Wednesday 9/15/2021, Allysun Davis

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

14

Total number of students enrolled at the school

128

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

1

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

1

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	14	11	17	14	16	19	19	16	14	0	0	0	0	140
Attendance below 90 percent	3	1	3	0	1	0	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	
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

Wednesday 9/15/2021

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	3	0	0	0	0	0	0	0	0	3
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	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	3	0	0	0	0	0	0	0	0	3
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	

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				80%	50%	61%	86%	47%	60%
ELA Learning Gains				52%	52%	59%	62%	51%	57%
ELA Lowest 25th Percentile				57%	55%	54%	70%	51%	52%
Math Achievement				81%	57%	62%	91%	57%	61%
Math Learning Gains				52%	52%	59%	65%	50%	58%
Math Lowest 25th Percentile				45%	46%	52%	56%	47%	52%
Science Achievement				78%	47%	56%	70%	43%	57%
Social Studies Achievement				100%	72%	78%	83%	70%	77%

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	93%	37%	56%	58%	35%
Cohort Comparison						
04	2021					
	2019	67%	41%	26%	58%	9%
Cohort Comparison		-93%				
05	2021					
	2019	88%	40%	48%	56%	32%
Cohort Comparison		-67%				
06	2021					
	2019	71%	33%	38%	54%	17%
Cohort Comparison		-88%				
07	2021					
	2019	100%	40%	60%	52%	48%
Cohort Comparison		-71%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	33%	26%	56%	3%
Cohort Comparison		-100%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	100%	55%	45%	62%	38%
Cohort Comparison						
04	2021					
	2019	72%	50%	22%	64%	8%
Cohort Comparison		-100%				
05	2021					
	2019	88%	49%	39%	60%	28%
Cohort Comparison		-72%				
06	2021					
	2019	79%	48%	31%	55%	24%
Cohort Comparison		-88%				
07	2021					
	2019	95%	52%	43%	54%	41%
Cohort Comparison		-79%				
08	2021					
	2019					
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	30%	35%	53%	12%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-65%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	57%	37%	67%	27%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	71%	29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	34%	19%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

In an effort to monitor the effectiveness of our instructional program, school wide use of i-Ready will be closely monitored to secure relatable data points for reading and math in KG - 8th grades.

By the end of the 2021-2022 school year, 75% of students in Kindergarten and first grade will score at or above grade level on Star Reading Assessment.

Science Students Together Reaching Instructional Diversity & Excellence (SSTRIDE) developed assessments for Biology and we utilized the information from iCivics as a monitoring device for our 7th grade Civics classes.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	91%	91%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	27%	64%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	76%	70%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	24%	44%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	69%	100%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	31%	100%
	Economically Disadvantaged			
	Students With Disabilities			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	57%	31%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	38%	40%
	Economically Disadvantaged			
	Students With Disabilities			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	28%	55%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	31%	74%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	%	%	%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	63%	72%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	58%	77%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	44%	46%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	40%	53%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	48%	64%
	Economically Disadvantaged			
	Students With Disabilities	N/A	N/A	100%
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	69%	30%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65%	75%	54%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	54%	70%
	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
ELL	73			73							
BLK	60	44	36	53	19	23	54	92	77		
HSP	83	67		67	58						
FRL	65	51	57	52	25	40	52	92	75		
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
BLK	77	45	50	77	48	36	80	100	93		
HSP	86	68		90	58						
FRL	79	53	58	79	52	47	79	100	93		

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
BLK	83	60	65	90	65	58	67	81			
HSP	94	77		94	77						
FRL	88	65	73	95	61		75				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Across grade levels, the majority of students scored at or above Level 3 on the FSA Reading test. A close look at the data also revealed that students did not meet the desired target in meeting learning gains. Traditionally, students perform at levels 4 and 5 and fail to maintain the levels the following year, resulting in low learning gain percentages.

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

Data results indicate that the greatest need for improvement is in the area of reading learning gains for students in grades 4 and 8.

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

A major factor that contributed to our most recent scores is a decline in student motivation. In order to effectively address the deficiencies within our reading program, staff will be immersed in ongoing professional development designed to help students make connections between reading material and real life. The goal of the professional develop sessions is to strengthen instruction, help teachers target areas of support and the importance of using data as an instrument for growth.

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

The area in which we experienced the most growth is Civics. 100% of the students scored at or above Level 3 on the Civics end of course exam.

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

We utilized the features on iCivics and used the textbook as a resource. The students were also immersed in various hands on activities directly related to civics education.

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

We will continue to utilize the iCivics platform and expose the students to Civics activities that encourage understanding of the processes of government and constitutional rights.

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.

Instructors will be engaged in learning opportunities designed to teach students about civic education. Examples include participating in mock elections and debates, initiating or assisting with community projects, and the steps to lobby our representatives.

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

Classroom instruction will also include opportunities for students to safely discuss current events, identify propaganda in the media and across social media outlets and to develop media literacy skills.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Longitudinal state assessment data indicates that our students struggle to maintain high performance levels of 4 & 5 on the FSA Reading Assessment.

Measurable Outcome: Spring 2022 FSA Reading results will show that 60% of students in grades 3-8 will make learning gains in Reading & 62% of students in the lowest 25% will make learning gains.

Monitoring: Continuous professional development will be provided to strengthen teacher pedagogy, instructional methods, and strategies to assist students as they strive to become proficient in Reading.

Person responsible for monitoring outcome:

Allysun Davis (davis@gcpsmail.com)

Evidence-based Strategy:

Teachers will conduct data meetings with students to collaboratively set reading goals, highlight areas of growth and develop a plan to target challenges. In an effort to reduce the number of students who fail to make learning gains in reading, teachers will learn how to support struggling readers as they learn how to effectively preview texts, analyze text structure & activate background knowledge.

Rationale for Evidence-based Strategy:

The aforementioned strategies will help reduce some of the reasons students struggle with reading, such as limited experience with books, speech and hearing problems, and poor phonemic awareness.

Action Steps to Implement

Develop a schoolwide action plan that models how teachers should integrate literacy across the curriculum, thus providing a system of supports to sustain literacy development. The school's literacy team will work collaboratively to create literacy rich environments, include interventions & supports for virtual instruction.

Person Responsible

Allysun Davis (davis@gcpsmail.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

During the 2019-2020 school year, Gadsden Elementary Magnet School's Safe School report showed less than 10 incidents. Of the 10 infractions that occurred, none required law enforcement or assistance from outside agencies.

The staff will continue to establish procedures and monitor the effectiveness of school safety initiatives.

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.

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

Creating and maintaining a positive school environment is an essential component of the school program. The leadership team will assume the responsibility of assessing the school's culture, and modeling attitudes, values and qualities that we would like to see.

Teachers and staff will recognize students for making good choices and exhibiting leadership skills. GEMS regularly highlights student achievements by:

- placing names on the school's marquee
- featuring individual and groups of students on the school's webpage
- using Skylert to inform parents of the great things that are happening at school
- hosting virtual celebrations to include parents and community members
- Recognizing staff members each month

The school's leadership team will work tirelessly to help everyone understand how they contribute to the school community and how their presence impacts the direction the school is going. This will be accomplished by maintaining transparency and making positive communication a priority with all stakeholders.

Parents will be involved in the culture of the school by giving them a platform for feedback on classroom activities and school programs.

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

Principal
 Receptionist
 Custodial Staff
 School Resource Officer
 Teachers
 Student Representative(s)
 SAC Chair/Designee

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00