

Leon County Schools

Gilchrist Elementary School



2022-23 Schoolwide Improvement Plan

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Gilchrist Elementary School

1301 TIMBERLANE RD, Tallahassee, FL 32312

<https://www.leonschools.net/gilchrist>

Demographics

Principal: Scotty Crowe

Start Date for this Principal: 8/25/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2021-22 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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2020-21: (71%) 2018-19: A (70%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Leon 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"The Gilchrist Family of Life Long Learners" - students, teachers, staff, parents, and community members – is committed to an on-going planning process that will ensure a quality learning environment, state-of-the-art facility, and a curriculum that will be the foundation for this life long learning.

Provide the school's vision statement.

Gilchrist Elementary will be the foundation for life-long learning by teaching individual skills in communicating ideas, making decisions, acting with integrity and celebrating diversity. We will seek to inspire a love of learning, a healthy self-esteem, community participation, and individual responsibility in each of our students and the entire Gilchrist family.

<https://www.leonschools.net/gilchrist>

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Crowe, Scotty	Principal	<p>The Principal leads the school community in developing, communicating, and implementing the school's vision. Principals assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.</p> <p>The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.</p>
Wilder, Dawn	Assistant Principal	<p>The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school.</p> <p>The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction.</p> <p>School personnel share leadership responsibilities and participate in decision making that advances the school's mission,</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback</p>
Mitchell, Cheryl	Assistant Principal	<p>The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school.</p> <p>The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a</p>

Name	Position Title	Job Duties and Responsibilities
		<p>continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction.</p> <p>School personnel share leadership responsibilities and participate in decision making that advances the school's mission,</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback</p>
Wyatt, Rosemary	Guidance Counselor	<p>The Guidance Counselor supports the Principal in promoting the vision and implementing the mission of the school.</p> <p>The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction.</p> <p>School personnel share leadership responsibilities and participate in decision making that advances the school's mission,</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.</p>
Steverson, Bevin	Guidance Counselor	<p>The Guidance Counselor supports the Principal in promoting the vision and implementing the mission of the school. The leadership team sets high expectations for teaching and learning.</p> <p>The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction.</p> <p>School personnel share leadership responsibilities and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>participate in decision making that advances the school's mission,</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.</p>
<p>Ross, Anna</p>	<p>Reading Coach</p>	<p>The Instructional (Reading) Coach supports the Principal in promoting the vision and implementing the mission of the school.</p> <p>The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction.</p> <p>School personnel share leadership responsibilities and participate in decision making that advances the school's mission,</p> <p>Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.</p>

Demographic Information

Principal start date

Friday 8/25/2017, Scotty Crowe

Number of teachers with a 2022 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 2022 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

53

Total number of students enrolled at the school

858

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	131	143	127	135	143	144	0	0	0	0	0	0	0	823
Attendance below 90 percent	0	5	10	8	7	12	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	1	0	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 2022 statewide FSA ELA assessment	0	0	0	6	11	12	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	10	16	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	10	2	10	4	0	0	0	0	0	0	0	0	0	26

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	2	4	3	4	0	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	0	1	0	0	0	0	0	0	0	0	5
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 8/8/2022

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	128	123	124	136	142	152	0	0	0	0	0	0	0	805
Attendance below 90 percent	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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	5	9	2	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	10	10	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	19	8	8	14	0	0	0	0	0	0	0	0	0	49

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	5	3	1	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	128	123	124	136	142	152	0	0	0	0	0	0	0	805
Attendance below 90 percent	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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	5	9	2	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	10	10	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	19	8	8	14	0	0	0	0	0	0	0	0	0	49

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	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	5	3	1	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	84%			84%			83%	57%	57%
ELA Learning Gains	66%			73%			64%	54%	58%
ELA Lowest 25th Percentile	52%			63%			44%	47%	53%
Math Achievement	82%			80%			87%	64%	63%
Math Learning Gains	73%			57%			69%	63%	62%
Math Lowest 25th Percentile	53%			60%			61%	45%	51%
Science Achievement	75%			78%			82%	52%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	61%	24%	58%	27%
Cohort Comparison		0%				
04	2022					
	2019	80%	57%	23%	58%	22%
Cohort Comparison		-85%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	56%	21%	56%	21%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	92%	63%	29%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	84%	66%	18%	64%	20%
Cohort Comparison		-92%				
05	2022					
	2019	80%	61%	19%	60%	20%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	81%	54%	27%	53%	28%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	61	62	50	61	70	54	50				
ELL	65	40		67	60						
ASN	77	67		85	83						
BLK	48	36	26	46	53	39	31				
HSP	80	52		69	71		75				
MUL	96	64		82	86		73				
WHT	91	74	64	90	75	62	83				
FRL	66	53	43	57	61	46	56				

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	60	50		54	40						
ELL	84			80							
ASN	93	73		93	91		91				
BLK	54	60	40	37	33		33				
HSP	92	79		81	50		93				
MUL	94			88							
WHT	87	75	69	86	59	73	82				
FRL	63	80		56	64		60				
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	40	32	25	48	49	42	45				
ELL	63	62		73	69						
ASN	93	90		97	85		85				
BLK	60	49	39	63	55	48	59				
HSP	90	45		85	45						
MUL	75	56		85	63						
WHT	87	67	43	92	73	70	86				
FRL	75	65	55	78	63	57	77				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school as a whole increased overall scores in the content areas of Math and ELA. Subgroup areas such as ELA learning gains decreased by 7% and the lowest percentile in reading and math decreased 7-10% in the 2021 school year. The ESSA subgroup area of Black/African American students also scored below the 41st percentile.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA Learning Gains, Lowest percentile in reading and math, and the subgroup Black/African American students.

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

Students in the lowest percentile receive additional intervention and time to reach proficiency. Ongoing training on intervention materials would benefit all subgroups. Continued monthly monitoring of all subgroups and meetings to discuss EWS indicators will continue to be implemented.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Third grade math and ELA.

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

Intervention groups with trained teachers giving additional time and support in the area of ELA and Math. As well as a resource team who works closely with all grades. Gilchrist also implements an after school intervention program called HEART that assists struggling students with their math and reading skills. This is a contributing factor to student success in reading and math.

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

Differentiated instruction in the classroom and targeted instruction for all students.

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 meet with the administrative team monthly to review student data and discuss student achievement. From there professional development will be developed and provided to teachers based on student need. Virtual professional development is made available though the district year round.

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

Gilchrist has an amazing MTSS team and intervention team that is constantly monitoring student progress. Our intervention groups are fluid and targeted to meet the needs of all students in need of intervention. We will continue our HEART program.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on a data review of the 2021-2022 FSA, we identified a need in the area of ELA proficiency across subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. We will increase proficiency made by students in subgroups by 1%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. We will monitor student progress with STAR Reading assessments and FAST.

Person responsible for monitoring outcome: Scotty Crowe (crowes2@leonschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Identify students in subgroups using FSA data from the most recently tested year, implement research -based intervention, conduct ongoing progress monitoring to determine effectiveness of intervention, adapt instruction based on results of progress monitoring.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. With strategic intervention and ongoing progress monitoring, we will increase proficiency made by subgroups.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress monitor using STAR, FAST, & Savaas assessments
Person Responsible Anna Ross (rossa2@leonschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a data analysis of 2021-2022 FSA data, we identified a need in the area of learning gains in Math made by students in the bottom 25%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase learning gains made by students in the bottom 25% to at least 54%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitor using iReady, STAR Math, Go Math Assessments, and FAST.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Identify students in the bottom 35th percentile (to capture a wider target group) using FSA data from the most recently tested year, implement research-based intervention, conduct ongoing progress monitoring to determine the effectiveness of the intervention, adapt instruction based on results of progress monitoring.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

With strategic intervention and ongoing progress monitoring, we will increase learning gains made by the students who are in the bottom 25th percentile

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress monitor using iReady, STAR Math, Go Math Assessments, and FAST.

Person Responsible

Anna Ross (rossa2@leonschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a data analysis of 2021-2022 FCAT Science data, we identified a goal of increasing the percentage of 5th grade students meeting proficiency on the FCAT Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

FCAT Science, we will increase proficiency to at least 76%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitor using standards based assessments and other teacher identified science data sources.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Identify students using standards based assessments and other teacher identified science data sources, implement research-based science intervention, conduct ongoing progress monitoring to determine effectiveness of intervention, adapt instructional practices based on the results of progress monitoring.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

With strategic intervention and ongoing progress monitoring, we will increase science proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress monitor using standards based assessments and other teacher identified science data sources.

Person Responsible

Scotty Crowe (crowes2@leonschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

The larger Gilchrist community embraces and embodies high expectations for student achievement, faculty and staff cohesiveness, leadership opportunities, community building, trust, respect, safety, and pride in our school. School improvement strategies build on the vision and mission by explicitly outlining our definition of school success and providing a road map for how we can get there. Gilchrist addresses building a positive school culture and environment by fostering a shared understanding of our mission and vision with important stakeholder groups. Gilchrist includes stakeholders in school wide initiatives and seeks the expertise of a broader group of stakeholders for input and shared decision-making. Gilchrist is a SITE-based decision-making school and engages an active SAC committee. Our leadership team vets ideas and initiatives through these two important stakeholder groups to bolster family-school-community partnerships. Gilchrist has developed a communication framework which includes our list-serv, weekly newsletters, social media, website, email, mail-outs, and advertisements that reach our students, teachers, parents, and larger community. This level of communication allows stakeholders to engage in the process of embracing our school improvement strategies which in turn reinforces our positive school culture and environment.