Gilchrist Elementary School

2021-22 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: 8/25/2021

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (70%) 2017-18: A (70%) 2016-17: A (71%) 2015-16: A (72%)
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.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

https://www.leonschools.net/gilchrist

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Crowe, Scotty	Principal	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. 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. 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
Wilder, Dawn	Assistant Principal	The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school. 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, 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

Name	Title	Job Duties and Responsibilities	
Wyatt, Rosemary	Guidance Counselor		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. 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, 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.
Steverson, Bevin	Guidance Counselor		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. 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, 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.

Name	Title	Job Duties and Responsibilities
Ross, Anna	Reading Coach	The Instructional (Reading) Coach supports the Principal in promoting the vision and implementing the mission of the school. 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, 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.
Mitchell, Cheryl	Dean	

Demographic Information

Principal start date
Wednesday 8/25/2021, Scotty Crowe

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
53

Total number of students enrolled at the school
852

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

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

2

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	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	

Date this data was collected or last updated

Wednesday 8/25/2021

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	113	132	137	140	152	139	0	0	0	0	0	0	0	813
Attendance below 90 percent	9	46	18	20	12	18	0	0	0	0	0	0	0	123
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	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
	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	1	3	0	0	0	0	0	0	0	4

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	2	5	0	0	1	2	0	0	0	0	0	0	0	10
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	113	132	137	140	152	139	0	0	0	0	0	0	0	813
Attendance below 90 percent	9	46	18	20	12	18	0	0	0	0	0	0	0	123
One or more suspensions	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		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
	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	1	3	0	0	0	0	0	0	0	4

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	2	5	0	0	1	2	0	0	0	0	0	0	0	10
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).

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	85%	61%	24%	58%	27%
Cohort Comparison						
04	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	80%	57%	23%	58%	22%
Cohort Comparison		-85%				
05	2021					
	2019	77%	56%	21%	56%	21%
Cohort Comparison		-80%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	92%	63%	29%	62%	30%
Cohort Comparison						
04	2021					
	2019	84%	66%	18%	64%	20%
Cohort Comparison		-92%				
05	2021					
	2019	80%	61%	19%	60%	20%
Cohort Comparison		-84%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	81%	54%	27%	53%	28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA Grades 1-5 STAR
Math Grades 1-5 iReady

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	87	88
	Economically Disadvantaged	100	100	100
	Students With Disabilities	25	58	58
	English Language Learners	56	56	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	57	78
	Economically Disadvantaged	100	100	100
	Students With Disabilities	0	0	22
	English Language Learners	0	0	38

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	81	86
	Economically Disadvantaged	na	na	na
	Students With Disabilities	43	50	57
	English Language Learners	67	67	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	57	74
	Economically Disadvantaged	na	na	na
	Students With Disabilities	0	0	36
	English Language Learners	0	0	14

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	70	77	79
	Economically Disadvantaged	100	100	100
	Students With Disabilities	33	42	42
	English Language Learners	40	40	40
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	35	58	75
	Economically Disadvantaged	100	100	100
	Students With Disabilities	0	0	1
	English Language Learners	0	0	25

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	71	72	76
	Economically Disadvantaged	100	100	100
	Students With Disabilities	47	37	37
	English Language Learners	22	22	22
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	52	70	80
	Economically Disadvantaged	100	100	100
	Students With Disabilities	0	0	24
	English Language Learners	0	0	30

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69	78	80
	Economically Disadvantaged	79	82	82
	Students With Disabilities	22	22	25
	English Language Learners	14	28	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	70	78
	Economically Disadvantaged	92	92	92
	Students With Disabilities	95	100	100
	English Language Learners	86	100	100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	86	88	84
	Economically Disadvantaged	90	88	80
	Students With Disabilities	87	87	91
	English Language Learners	57	71	86

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
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				

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
FRL	75	65	55	78	63	57	77				

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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

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	561
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
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	90
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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	70
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	74
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Grade as a whole appear to trend in a positive direction. Subgroup areas such as Students with Disabilities and English Language Learners appear to make progress at a slower rate and end in Spring with a lower proficiency percentile than the school as a whole.

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

Students with Disabilities and English Language Learners.

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 fair amount of English Language learners that attend Gilchrist speak little to no English, although they make progress throughout the year, reaching proficiency typically takes more than one school year to achieve. Our students with disabilities also take more time to reach proficiency. Training in intervention materials would benefit both subgroups.

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

Overall math progress appears to show the most improvement.

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

Gilchrist 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.

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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on a data review of the 2018-2019 FSA, we identified a critical need in the area of ELA learning gains made by students in the bottom 25%.
Measureable Outcome:	We will increase learning gains made by students in the bottom 25% to at least 45%. Of the students assessed in STAR Reading, we will increase proficiency made by students in the bottom 35% to at least 61%.
Monitoring:	We will monitor student progress with STAR Reading assessments.
Person responsible for monitoring outcome:	Scotty Crowe (crowes2@leonschools.net)
Evidence-based Strategy:	Identify students in the lower 35% (in an effort 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 effectiveness of intervention, adapt instruction based on results of progress monitoring.
Rationale for Evidence-based Strategy:	With strategic intervention and ongoing progress monitoring, we will increase learning gains made by the students who are in the lower 35%.

Action Steps to Implement

Progress monitor using STAR, iReady, & Wonders-based assessments

Person Responsible	Anna Ross (rossa2@leonschools.net)

Offer intervention utilizing multi-sensory, research-based materials through programs such as Reading Masters, HEART, and ESE support services for students with disabilities.

Person Responsible	Rosemary Wyatt (wyattr@leonschools.net)

Conduct intermittent data chats with at-risk students (students in the bottom 35%) using progress monitoring tools.

Person Responsible	Anna Ross (rossa2@leonschools.net)

Conduct monthly data chats with grade level teachers to review updated progress monitoring information on all students and match students with the appropriate level of intervention based on their specific needs.

Person Responsible	Scotty Crowe (crowes2@leonschools.net)

Implement the MTSS process when students do not appear to be making progress despite targeted intervention in the area of ELA.

Person Responsible	Rosemary Wyatt (wyattr@leonschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on a data analysis of 2018-2019 FSA data, we identified a critical need in the area of learning gains in Math made by students in the bottom 25%.
Measureable Outcome:	We will increase learning gains made by students in the bottom 25% to at least 62%. Of the students assessed in iReady Math, at least 62% of the bottom 35% of students will make learning gains through the fall, winter, and spring benchmark diagnostics.
Monitoring:	Progress monitor using iReady, STAR Math, Go Math Assessments, and FSA.
Person responsible for monitoring outcome:	Scotty Crowe (crowes2@leonschools.net)
Evidence-based Strategy:	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:	With strategic intervention and ongoing progress monitoring, we will increase learning gains made by the students who are in the bottom 35th percentile

Action Steps to Implement

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

Person Responsible	Anna Ross (rossa2@leonschools.net)

Offer intervention utilizing multi-sensory, research-based materials through programs such as HEART, additional iReady sessions, and ESE support services for students with disabilities.

Person Responsible	Rosemary Wyatt (wyattr@leonschools.net)

Conduct intermittent data chats with students using progress monitoring tools.

Person Responsible	Anna Ross (rossa2@leonschools.net)

Conduct monthly data chats with grade level teachers to review updated progress monitoring information on all students and match students with the appropriate intervention based on their specific needs.

Person Responsible	Scotty Crowe (crowes2@leonschools.net)

Implement the MTSS process when students do not appear to be making progress despite targeted intervention in the area of Math.

Person Responsible	Rosemary Wyatt (wyattr@leonschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on a data analysis of 2018-2019 FCAT Science data, we identified a goal of increasing the percentage of 5th grade students meeting proficiency on the FCAT Science.
Measureable Outcome:	FCAT Science, we will increase proficiency to at least 83%.
Monitoring:	Progress monitor using standards based assessments and other teacher identified science data sources.
Person responsible for monitoring outcome:	Anna Ross (rossa2@leonschools.net)
Evidence-based Strategy:	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:	With strategic intervention and ongoing progress monitoring, we will increase science proficiency.

Action Steps to Implement

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

Person Responsible	Anna Ross (rossa2@leonschools.net)

Provide high quality science instruction utilizing multi-sensory, research-based materials.

Person Responsible	Dawn Wilder (wilderd@leonschools.net)

Conduct a "Science Blitz" focused on reviewing 3rd and 4th grade science standards through mini-lessons.

Person Responsible	Dawn Wilder (wilderd@leonschools.net)

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.

Gilchrist will be using our PBIS steps for addressing common discipline issues. We have implemented a refocus form that will allow students to reflect on their behavior and alert the parents after a discipline issue.

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.

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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 culture and environment at the school.

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.

		Part V: Budget	
1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
		Total:	**$0.00**