

Manatee County Public Schools

B.D. Gullett Elementary School



2016-17 School Improvement Plan

B.D. Gullett Elementary School

12125 44TH AVE E, Bradenton, FL 34211

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	37%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for B.D. Gullett Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Jim Browder	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of B. D. Gullett Elementary School is to inspire all learners to dream, achieve, and develop a love of learning through curiosity, commitment, and compassion.

b. Provide the school's vision statement

The vision of Gullett Elementary is for each student to achieve full potential in his or her academic, creative, personal, physical, moral and spiritual development.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school provides a learning environment that respects and appreciates all students' cultures. Teachers learn about their students from student records, assessments, interviews, parent contact and observations. Teachers focus on the way their students learn and provide them individualized, differentiated, effective strategies to meet their needs. Teachers build relationships with their students by treating them with respect and expecting them to treat others with respect. They understand their student backgrounds and learn about their interests through their interactions in the classroom and lessons. They support their students in helping them reach their maximum potential.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Gullett ES prides itself as an orderly school with a high level of respect among staff and students. School rules are in place that promote respect and safety and prevent bullying. We have a zero tolerance policy for bullying. Reports of bullying are taken seriously and appropriate action is taken. Teachers teach and model behavioral expectations. These expectations are made clear and good behavior is rewarded. Adults are visible on campus before, during and after school and students are well supervised at all times. By being a Positive Behavior Support school our students are taught appropriate behaviors

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Gullett ES is a Positive Behavior Support school. We have GATOR Expectations that are posted throughout the school that focus on classroom and common area rules. Students are taught and retaught these behavior expectations. They earn a ticket for demonstrating these behaviors to redeem for rewards and privileges. Students are learning the importance of always doing their best, showing self-control, being responsible, showing honesty and cooperating. By teaching these skills, students are learning appropriate behaviors that will enable them to adhere to the school rules, increase their instructional time in the learning environment and improve their performance. When necessary, plans are developed to address student's inappropriate behaviors that match the consequence to the severity of the behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students have access to counseling services to assist them with problems or concerns related to social emotional needs. Through communication and referral, teachers facilitate interaction between students and the School Counselor and Student Support Specialist. The School counselor will counsel students or small groups. Administration, School Counselor, Student Service Team and Teachers work together to intervene with students who have not coped well with problem situations. School Counselor helps parents access community mental health services for long-term counseling needs and to deal with crises. Parents are included in all meetings regarding their child who is choosing unhealthy solutions to their problems. Direct instruction is provided and reinforced to help students with social skills and conflict management.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance Early Warning Indicators: Tier 1=0-3 unexcused absences per quarter (if student reaches 3 unexcused absences teacher contacts parent); Tier 2=4-6 absences per quarter and/or 8+unexcused absences per quarter (if student reaches 8, referral to the school social worker); Tier 3=10+ unexcused absences (Truancy intervention). At this time our school wide attendance =95% however, there are individual students who have excessive unexcused absences and those students are monitored as a possible impediment to their academic success.

There is a school wide behavior management program called PBS. The classroom teacher, the Student Support Specialist, the Assistant Principal and the School Counselor intervene at various stages and provide discipline interventions which may include behavior intervention plans, functional behavior assessments and modified classroom behavior plan to include positive rewards. Students who earn a D or F per quarter in grades 2-5 or 1's and 2's in grades K-1 receive remediation or are placed in RtI-Tier 2 or 3 depending on the progress monitoring results. The student is brought to the school's child study team(MTSS) where data is analyzed and the team problem solves to put further interventions in place (i.e diagnostic, academic and IQ testing). If the response to interventions are still not successful a referral to ESE is made.

Teachers analyze the FSA data for all students and those who score a Level 1 or 2 on the FSA are given/offered either remediation, small group intensive intervention/scaffolding or after school tutoring.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	10	14	4	7	8	0	0	0	0	0	0	0	47
One or more suspensions	4	1	2	5	0	21	0	0	0	0	0	0	0	33
Course failure in ELA or Math	5	7	7	15	2	6	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	13	17	18	0	0	0	0	0	0	0	48

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	12	3	12	0	0	0	0	0	0	0	30

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Early Warning Indicators: Tier 1=0-3 unexcused absences per quarter (if student reaches 3 unexcused absences teacher contacts parent); Tier 2=4-6 absences per quarter and/or 8+unexcused absences per quarter (if student reaches 8, referral to the school social worker); Tier 3=10+ unexcused absences (Truancy intervention). At this time our school wide attendance =95% however, there are individual students who have excessive unexcused absences and those students are monitored as a possible impediment to their academic success.

There is a school wide behavior management program called PBS. The classroom teacher, the Student Support Specialist, the Assistant Principal and the School Counselor intervene at various stages and provide discipline interventions which may include behavior intervention plans, functional behavior assessments and modified classroom behavior plan to include positive rewards. Students who earn a D or F per quarter in grades 2-5 or 1's and 2's in grades K-1 receive remediation or are placed in RtI-Tier 2 or 3 depending on the progress monitoring results. The student is brought to the school's child study team(MTSS) where data is analyzed and the team problem solves to put further interventions in place (i.e diagnostic, academic and IQ testing). If the response to interventions are still not successful a referral to ESE is made.

Statewide Assessments were new for 2014-15 school year (FSA) and are pending.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

Gullett ES utilizes many means for parents and teachers to have two-way communication an ongoing basis – emails, phone calls and agendas that go home daily are tools that are used to keep parents abreast of student progress. Other communication is made available through our school website, electronic communication tools, monthly dates to remember that are sent home, teacher newsletters, and flyers to inform families of upcoming events. Our PTO is an integral part of our school and maintains a website for parents. PTO recruits parents to help with events and attend monthly PTO and SAC meetings. Parents are very active in our school through volunteering, leading and participating in events that support our school and students. For example, each year PTO hosts a 5K Run, Zumbathon, Walk-A Thon, and Spirit Days. Our Mission and Vision is carried out through our PTO and SAC events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school has developed and maintained partnerships with many local organizations in the community who continue to provide resources to support student achievement. We have a Business Partner Committee and individual teachers who contact businesses to see if they are willing to support our school. Our PTO has approached area businesses as well. Each quarter, we hold award assemblies for all grade levels. Students are recognized in the following categories: academic achievement, perfect attendance, displaying behaviors that match the Character Trait of the Month and earning Positive Behavior Support award. We receive coupons from our Business Partners to reward our students. Some of our Business Partners are: Chick-Fil-A, PDQ, Major Productions Studio of Dance, Jump, Jackie's Art Club, Subway, Jet's Pizza, Bostock's Martial Arts and Smuggler's Cove, etc. We have businesses that will entertain our students during assemblies to reward students who earn Gator Baits through our PBS program. One of our staff and student favorites is JUMP.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Gibson, Shirin	Principal
Raynor, Melissa	Teacher, K-12
Pfeiffer, Barbara	Teacher, K-12
Witman, Brandi	Teacher, K-12
Kubal, Megan	Administrative Support
Shapiro, Mary	Assistant Principal
Connor, Andrea	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The SLT will collaborate on SIP goals, analyze available data, discuss barriers, resources, and instructional strategies and reach consensus. The goals will be communicated to the school community at the first school wide inservice on August 4th.

Roles and Responsibilities:

Shirin Gibson - SLT Lead/Data Analyst

Mary Shapiro - Facilitator and Time keeper

Megan Kubal - Macro Data Analysis/Providers

Andrea Connor - Recorder and Mediator

Missy Raynor, Barbara Pfeiffer and Brandi Witman - Micro Data Analysts

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Gullett administrators are trained to use the TALEO hiring system to consider qualified candidates for teaching positions. This system screens for highly qualified certification. Critical to the search process is the candidate’s teaching experience, educational background, diversity, and references. Interview teams include teachers to insure the candidates are considered with the input of those who will work with the new educator.

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback. The leadership team will meet monthly in order to monitor data and identify the resources needed to meet the SIP goals, as well as, discuss problem solving initiatives to meet the goal in order to highly impact student achievement.

As a non-Title school, the teachers use the core curriculum and state standards for instruction and supplement with Reading, Writing and Math Workshop, Comprehension Toolkit, Top Score for Writing, Number Talks and other academic websites like Study Island, iReady, etc.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Shirin Gibson	Principal
Angel Kersey	Parent
Mary Shapiro	Principal
Sandra Jordan	Teacher
Kirsten Bonnett	Teacher
Melissa Raynor	Teacher
Kristina Engelsberg	Parent
Heidi Thompson	Parent
Josie Purcell	Parent
Gloria Viatela	Parent
Matthew Stoltz	Parent
Teryl Curry	Teacher
Shane Casto	Parent
Alex Elshimy	Parent
Ngan Gilkison	Parent
Heather Lemke	Parent
Tim Hamand	Teacher
Rhonda Turner	Teacher
Julio Diaz	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The prior principal, Dr. Shirin Gibson shared the SIP goals at the last SAC meeting.

In addition to evaluating the SIP for 14-15 school year, the SAC members stated that the most important activities that the SAC members were involved in included:

- Growth/Population
- Concerns about the new pick up and drop off route
- Testing
- Security Upgrades

b. Development of this school improvement plan

SAC members were part of the team that wrote the 2016-2017 SIP and will present the plan at the first SAC meeting in September for approval and input.

A teacher from first grade, 3rd grade, two 5th grade teachers, the Student Support Specialist, Assistant Principal and Principal developed the SIP by analyzing last years SIP, discussing needs of our students and teachers and looking at academic deficits that could impede our progress. (i.e. how to use data, how to implement close reading, use of number talks and using science consistently across grade levels).

c. Preparation of the school's annual budget and plan

The budget comes prepared from the district for our school, but will be presented at the first SAC meeting for input regarding line item requests. There are certain line items that can be spent on supplies, technology and furnitures and fixtures, so those items can be up for discussion and input from members.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The budget was \$2246. \$1500 was allocated to pay teachers to come in the summer and write the SIP. \$746 was used for intensive, targeted after school tutoring.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gibson, Shirin	Principal
	Assistant Principal
Rice, Monica	Guidance Counselor
Pfeiffer, Barbara	Teacher, K-12
Raynor, Melissa	Teacher, K-12
Witman, Brandi	Teacher, K-12
Kubal, Megan	Administrative Support
Connor, Andrea	Teacher, K-12
Shapiro, Mary	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT analyzes school wide literacy data bi-monthly (iReady, quarterly assessments, and writing assessments) and recommends adjustments or improvements to classroom teachers, tracking progress with each assessment. The team promotes a school wide AR initiative where students are encouraged to read, meet personal goals, and are recognized at quarterly assemblies.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Gullett's master schedule insures that grade level teams have a common daily planning period. This design provides for weekly collaboration on lesson planning. ESE providers such as SLPs and resource ESE teachers collaborate with classroom teachers to develop appropriate IEP goals for standard curriculum students. Monthly curriculum overview planning meetings are conducted to articulate team roles future units of instruction. In addition, the school's professional development model designates two meetings a month for data analysis.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Gullett administrators are trained to use the TALEO hiring system to consider qualified candidates for teaching positions. This system screens for highly qualified certification. Critical to the search process is the candidate's teaching experience, educational background, diversity, and references. Interview teams include teachers to insure the candidates are considered with the input of those who will work with the new educator.

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback.

The school's Sunshine Committee meets regularly to schedule social events, celebrations, and recognition of teachers vital to the climate and culture of the school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Retention of highly qualified teachers is an on-going process. New teachers are paired with highly qualified veteran teachers to assist with orientation and mentoring. School administrators are assigned to new teachers equivocally to insure their time can adequately support and offer feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Gullett teachers have received professional development provided through district workshops and school in-service training to prepare them for implementation of the Florida Standards for College and Career Readiness. Teachers are expected to use state adopted programs for teaching all core content areas. It is also expected that teachers use curriculum maps provided on the district's curriculum website to guide pacing, drive essential questions, define appropriate resources, and diversify assessment tools. Lesson plans are submitted weekly for documentation of standards-based instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Gullett's Instructional Leadership Team meets monthly to review school wide assessment data and provide direction to grade level data teams. Grade level data teams meet every other week, cycling through review of reading, math, or writing data. Grade level data is posted on the school's One Drive account (cloud storage) for Tier 2 and 3 interventions. Lowest quartile students are monitored to insure the interventions are appropriate to their needs.

Tier 1 core instruction is delivered in a model of differentiated support in grades K-5. In primary grades, students are grouped by proficiency for reading block and are grouped heterogeneously for math. In intermediate grades, students are grouped heterogeneously ELA instruction and by proficiency for math. Primary and intermediate students use I-Ready daily in both reading and math. K-2 uses the program for a minimum of 15 minutes daily while intermediate uses twenty minutes daily.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

After school programs are designed to increase curricular opportunities and provide strategic intervention for students requiring more time to achieve grade level standards.

Strategy Rationale

Pairing a high school student with an elementary student in order to receive a different mode of instruction through peers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rice, Monica, ricem@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Interest surveys are conducted to consider future after school enrichment offerings. The Power Hour program uses weekly fluency and comprehension assessments to monitor reading progress

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Gullett Elementary's Pre-Kindergarten program is made up of three classes. These classes support three and four-year-olds with IEPs. These programs support the developmental and exceptional students needs of young children for up to two full years before they enter kindergarten.

Fifth grade classes are departmentalized which requires students to change classrooms during the course of each day. They learn to be responsible for organization and keeping up with the demands of various instructors.

Fifth grade students participate in orientation activities during the spring of the prior school year offered by local middle schools as part of the transition plan for elementary students proceeding to grade 6.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2016-2017 school year, 72% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).
- G2.** By the end of the 2016-2017 school year, 75% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).
- G3.** By the end of the 2016-2017 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2016-2017 school year, 72% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1a

G085924

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- Data Training for all staff that focuses on the lowest quartile and learning gains for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Providing PD for the scaffolding instruction using the Florida State Standards.
- 2. Teachers continue to acclimate themselves with using "Common Core" teaching methodology and implementing specific targeted interventions for multiple learning modalities.
- 3. Providing PD for further training on data analysis to focus on making learning gains.

Plan to Monitor Progress Toward G1. 8

1. Evaluation Tools include: iReady data

Person Responsible

Shirin Gibson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Assessment Reports from iReady Website

Plan to Monitor Progress Toward G1. 8

Quarterly Assessment Data

Person Responsible

Shirin Gibson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Assessment Reports from School City

Plan to Monitor Progress Toward G1. 8

FSA Assessment Data

Person Responsible

Shirin Gibson

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA Data from Pearson

G2. By the end of the 2016-2017 school year, 75% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1a

G085925

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of Number Talks and iReady to expand understanding of what a number means.
- School compiled bank of grade level fluency assessments and Go Math Think Central Resources.
- PD for scaffolding instruction that aligns to the Florida State Standards.

Plan to Monitor Progress Toward G2. 8

iReady Data and District Assessments

Person Responsible

Shirin Gibson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Grade level teams will analyze data with ILT to gauge progress.

Plan to Monitor Progress Toward G2. 8

FSA Assessment Data

Person Responsible

Shirin Gibson

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA Data from Pearson

G3. By the end of the 2016-2017 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment. 1a

G085926

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4.

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic curriculum, District road maps, hands-on demo lab kits used for instruction
- STEM Lab and CPALMS

Plan to Monitor Progress Toward G3. 8

Monitoring of progress towards meeting goals will be completed using formative and summative Assessments. The 5th grade teacher completes a needs assessment to determine which 3rd and 4th grade standards the students have mastered. 3rd and 4th grade lesson plans will be monitored to ensure that science standards are taught.

Person Responsible

Shirin Gibson

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

diagnostic data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2016-2017 school year, 72% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). **1**

 G085924

G1.B3 Data Training for all staff that focuses on the lowest quartile and learning gains for all students. **2**

 B228334

G1.B3.S1 RtI Tier 1 - Teachers focus on teaching pre, during, and after reading strategies look at formative assessment data and re-teach/re-assess cycle. PD opportunities provide teachers explicit instruction on identified reading researched based strategies in English Language Arts, administering assessments to evaluate mastery of the standards and use the re-teach and re-assess cycle. **4**

 S240901

Strategy Rationale

Teachers should analyze data in order to make adjustments to instruction that will help students attain mastery and make adequate learning gains

Action Step 1 **5**

What types of data are important? How is it used effectively? Data is on-going....

Person Responsible

Shirin Gibson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers must have student data available, charted, instructional groups designed based on data (fluid) and show how they have used the data to move students to mastery and making adequate learning gains.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Grade level teams will review results of common assessment data to determine mastery and adequate learning gains.

Person Responsible

Shirin Gibson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

iReady data, benchmark assessment data from School City.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Will have quarterly conversations with every teacher regarding student achievement for every one of their students during progress monitoring.

Person Responsible

Shirin Gibson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Collect Quarterly Progress Monitoring Data and correlate it to iReady and FSA scores.

G2. By the end of the 2016-2017 school year, 75% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5). 1

G085925

G2.B3 2

B228337

G2.B3.S1 Small group instruction and targeted interventions with quick targeted scaffolding and acceleration while maintaining engagement. 4

S240903

Strategy Rationale

Students in the lowest quartile would benefit from small group vs. whole group instruction. Deficits can be diagnosed and appropriate interventions can be used.

Action Step 1 5

Determine what types of data are important. How to use data effectively as an ongoing process.

Person Responsible

Shirin Gibson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers must have student data available, charted instructional groups based on data (fluid) show how they have used data to move students to mastery and making adequate learning gains.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Grade level teams will review results of common assessment data to determine mastery and adequate learning gains. PD will be provided for strategies to use when scaffolding and during small groups.

Person Responsible

Shirin Gibson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

iReady Data, Benchmark data from School City, formative and summative assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will have quarterly conversations with every teacher regarding student achievement for every one of their students during progress monitoring.

Person Responsible

Shirin Gibson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Collect quarterly progress monitoring data and correlate it to iReady and FSA scores.

G3. By the end of the 2016-2017 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment. 1

G085926

G3.B1 Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4. 2

B228338

G3.B1.S1 Teams collaborate and develop a hands-on lab for each unit. 4

S240904

Strategy Rationale

Working efficiently and obtaining resources and materials will provide consistency and allow students a hands-on experience.

Action Step 1 5

Provide PD with specific science strategies to use for each big idea on the road map.

Person Responsible

Shirin Gibson

Schedule

On 12/9/2015

Evidence of Completion

Sign in sheets, exit slips

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Class room walk throughs in True North Logic for evidence of implementation.

Person Responsible

Shirin Gibson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence in lesson plans, student materials (journals),

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evaluation of student journals to reflect students' deeper understanding of science concepts.

Person Responsible

Shirin Gibson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Class room walk throughs, journal samples, grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2015					
G3.B1.S1.A1 A311849	Provide PD with specific science strategies to use for each big idea on the road map.	Gibson, Shirin	12/9/2015	Sign in sheets, exit slips	12/9/2015 one-time
2016					
G1.B3.S1.MA1 M320707	Grade level teams will review results of common assessment data to determine mastery and adequate...	Gibson, Shirin	8/10/2016	iReady data, benchmark assessment data from School City.	5/31/2017 monthly
G1.MA3 M320710	FSA Assessment Data	Gibson, Shirin	8/10/2016	FSA Data from Pearson	5/31/2017 annually
G2.MA1 M320715	iReady Data and District Assessments	Gibson, Shirin	8/10/2016	Grade level teams will analyze data with ILT to gauge progress.	5/31/2017 quarterly
G2.MA2 M320716	FSA Assessment Data	Gibson, Shirin	8/10/2016	FSA Data from Pearson	5/31/2017 annually
G3.MA1 M320719	Monitoring of progress towards meeting goals will be completed using formative and summative...	Gibson, Shirin	8/10/2016	diagnostic data	5/31/2017 annually
G1.B3.S1.MA1 M320706	Will have quarterly conversations with every teacher regarding student achievement for every one of...	Gibson, Shirin	8/10/2016	Collect Quarterly Progress Monitoring Data and correlate it to iReady and FSA scores.	5/31/2017 quarterly
G1.MA2 M320709	Quarterly Assessment Data	Gibson, Shirin	8/10/2016	Assessment Reports from School City	5/31/2017 quarterly
G1.B3.S1.A1 A311846	What types of data are important? How is it used effectively? Data is on-going...	Gibson, Shirin	8/10/2016	Teachers must have student data available, charted, instructional groups designed based on data (fluid) and show how they have used the data to move students to mastery and making adequate learning gains.	5/31/2017 weekly
G2.B3.S1.MA1 M320713	We will have quarterly conversations with every teacher regarding student achievement for every one...	Gibson, Shirin	8/10/2016	Collect quarterly progress monitoring data and correlate it to iReady and FSA scores.	5/31/2017 quarterly
G2.B3.S1.MA1 M320714	Grade level teams will review results of common assessment data to determine mastery and adequate...	Gibson, Shirin	8/10/2016	iReady Data, Benchmark data from School City, formative and summative assessments	5/31/2017 monthly
G2.B3.S1.A1 A311848	Determine what types of data are important. How to use data effectively as an ongoing process.	Gibson, Shirin	8/10/2016	Teachers must have student data available, charted instructional groups based on data (fluid) show how they have used data to move students to mastery and making adequate learning gains.	5/31/2017 monthly
G3.B1.S1.MA1 M320717	Evaluation of student journals to reflect students' deeper understanding of science concepts.	Gibson, Shirin	8/10/2016	Class room walk throughs, journal samples, grades	5/31/2017 monthly
G3.B1.S1.MA1 M320718	Class room walk throughs in True North Logic for evidence of implementation.	Gibson, Shirin	8/10/2016	Evidence in lesson plans, student materials (journals),	5/31/2017 weekly
G1.MA1 M320708	1. Evaluation Tools include: iReady data	Gibson, Shirin	8/10/2016	Assessment Reports from iReady Website	5/31/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2016-2017 school year, 72% of students in grades K-5 will meet proficiency in ELA as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).

G1.B3 Data Training for all staff that focuses on the lowest quartile and learning gains for all students.

G1.B3.S1 RtI Tier 1 - Teachers focus on teaching pre, during, and after reading strategies look at formative assessment data and re-teach/re-assess cycle. PD opportunities provide teachers explicit instruction on identified reading researched based strategies in English Language Arts, administering assessments to evaluate mastery of the standards and use the re-teach and re-assess cycle.

PD Opportunity 1

What types of data are important? How is it used effectively? Data is on-going....

Facilitator

Shirin Gibson

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G2. By the end of the 2016-2017 school year, 75% of students in grades K-5 will meet proficiency in Math as measured by the districts trimester or quarterly assessments (K-2) and FSA (3-5).

G2.B3

G2.B3.S1 Small group instruction and targeted interventions with quick targeted scaffolding and acceleration while maintaining engagement.

PD Opportunity 1

Determine what types of data are important. How to use data effectively as an ongoing process.

Facilitator

Administration, ILT and team leaders

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G3. By the end of the 2016-2017 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade FCAT 2.0 assessment.

G3.B1 Inconsistency in rigorous, hands-on instruction in the area of science occurring in grades K-4.

G3.B1.S1 Teams collaborate and develop a hands-on lab for each unit.

PD Opportunity 1

Provide PD with specific science strategies to use for each big idea on the road map.

Facilitator

Charlotte Latham, Dr. Shirin Gibson

Participants

All classroom teachers

Schedule

On 12/9/2015

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	What types of data are important? How is it used effectively? Data is on-going....				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$0.00
2	G2.B3.S1.A1	Determine what types of data are important. How to use data effectively as an ongoing process.				\$0.00
3	G3.B1.S1.A1	Provide PD with specific science strategies to use for each big idea on the road map.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0821 - B.D. Gullett Elementary School	General Fund	1.0	\$500.00
			<i>Notes: hands-on science materials and copies</i>			
					Total:	\$500.00