B.D. Gullett Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for B.D. Gullett Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

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 and utilizing our Watch D.O.G.S. (Dads of Great Students) program, 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 academic performance as well as social skills. 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 School Counselors and the Student Support Specialist. The School counselors will counsel students or small groups. Administration, School Counselors, Student Service Team and teachers work together to intervene with students who have not coped well with problem situations. School Counselors help 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 chooses unhealthy solutions to resolve 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, Coordinator and the School Counselors 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	18	4	10	6	5	11	0	0	0	0	0	0	0	54
One or more suspensions	4	2	2	2	4	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	8	3	9	15	4	14	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	21	11	23	0	0	0	0	0	0	0	55

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	5	0	0	4	2	4	0	0	0	0	0	0	0	15

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 3-5 or 1's and 2's in grades K-2 receive remediation or may receive RtI-Tier 2 or 3 services 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 is still not successful, a referral to ESE is made.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Gullett ES utilizes many means for parents and teachers to have two-way communication on 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 and social media profile for parents to access. 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 events such as 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, Jump, Jackie's Art Club, Subway, Jet's Pizza, Geckos, Culver's, Burger Fi, California Pizza Kitchen, Bostock's Martial Arts and Smuggler's Cove, etc. We also have businesses that will entertain our students during assemblies to reward students who earn Gator Baits through our PBS program. The students' interaction with these businesses have created a positive relationship.

C. Effective Leadership

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	Other
Raynor, Melissa	Teacher, K-12
Kubal, Megan	Administrative Support
Shapiro, Mary	Assistant Principal
Connor, Andrea	Teacher, K-12
Mallett, Rachel	Teacher, K-12
Santora, Jennifer	Teacher, K-12
Barnes, Brittani	Teacher, K-12
Folds, Katherine	Teacher, K-12
Richardson, Todd	Principal

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:
Todd Richardson- SLT Lead/Data Analyst
Mary Shapiro - Facilitator and Time keeper
Megan Kubal, Jennie Clement, Zoe Christenson - Macro Data Analysis/Providers
Andrea Connor - Recorder and Mediator
Katherine Folds, Brittani Barnes- 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 ensure 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 ensure 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, Accelerated Reader (Renaissance Learning) and other academic websites like Starfall, TenMarks, iReady, etc.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Todd Richardson	Principal
Angel Kersey	Parent
Mary Shapiro	Principal
Kristina Engelsberg	Parent
Ngan Gilkison	Parent
Heather Lemke	Parent
Tim Hamand	Teacher
Rachel Mallett	Teacher
Tracie Flanigan	Parent
Mike Corbo	Parent
Cristina Holland	Parent
Sadaf Arsalai-Haider	Teacher
Sara Hedrick	Parent
Yvette Myarra	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Dr. Shirin Gibson, principal, shared the SIP goals at the last SAC meeting.
In addition to evaluating the SIP for 16-17 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 due to 20+% influx in enrollment
-Testing
-Security Upgrades
-Media Center Renovation

b. Development of this school improvement plan

SAC members were part of the team that wrote the 2017-2018 SIP and will present the plan at the first SAC meeting in September 2017for approval and input.
A teacher from fifth grade, kindergarten, two 4th grade teachers, a special area teacher, 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 have to be spent on supplies, technology and furnitures and fixtures, so those line items can be up for discussion and input from members as to the types of supplies we need to purchase to meet our school needs.

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

The budget was $4612. $1500 was allocated to pay teachers to come in the summer and write the SIP. $3,112 was used to supplement the intensive, targeted after school tutoring and instructional materials.

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	Other
Kubal, Megan	Administrative Support
Shapiro, Mary	Assistant Principal
Santora, Jennifer	Teacher, K-12
Barnes, Brittani	Teacher, K-12
Richardson, Todd	Principal
Mallett, Rachel	Teacher, K-12
Connor, Andrea	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Gullett's master schedule ensures 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. Administration receives plans 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 ensure the interventions are appropriate to their needs.

Tier 1 core instruction is delivered in a model of differentiated support in grades K-5 to promote the acceleration or remediation of student learning. Primary and intermediate students use I-Ready daily in both reading and math. K-5 uses the program for a minimum of 30 minutes daily with opportunities for additional use within the classroom.

All levels of instruction will use text structures to build comprehension and writing skills that drive thinking during students' academic engagement.

Classroom configuration consists of subject area focus walls and common board configuration.

The school will have a writing wall posted in a common area where all members of the school community can view examples of student work across grade levels and proficiency areas. Rubrics will be posted for individual grade levels.

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 highly qualified teacher with students in grades 3-5 in order to provide additional support in ELA and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Connor, Andrea, connora@manateeschools.net

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

Prior FSA scores as well as current benchmark scores will be used to monitor student progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 one class. This class will support three and four-year-olds with IEPs. This program supports the developmental and exceptional students needs of young children for up to two full years before they enter kindergarten.

Fifth-grade students learn to be responsible for organization and keeping up with the demands of various subject areas.
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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 2017-2018 school year, 73% of students in grades K-5 will meet proficiency in ELA as measured by the district assessments (K-2) and FSA (3-5).

G2.   By the end of the 2017-2018 school year, 76% of students in grades K-5 will meet proficiency in Math as measured by the district assessments (K-2) and FSA (3-5).

G3.   By the end of the 2017-2018 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade SSA.

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 2017-2018 school year, 73% of students in grades K-5 will meet proficiency in ELA as measured by the district assessments (K-2) and FSA (3-5). `1a`

🔍 G097618

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	73.0

Targeted Barriers to Achieving the Goal `3`

- Training for all staff that focuses on meeting goals for learning gains for the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 1. Providing PD for the scaffolding of instruction through the use of text structures to build comprehension and writing skills 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 instructional strategies and data analysis to focus on making learning gains targeting the lowest quartile.

Plan to Monitor Progress Toward G1. `8`

1. Evaluation Tools include: iReady data

Person Responsible
Todd Richardson

Schedule
Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Assessment Reports from iReady Website

Plan to Monitor Progress Toward G1. `8`

Quarterly Assessment Data

Person Responsible
Todd Richardson

Schedule
Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Assessment Reports from School City

Plan to Monitor Progress Toward G1. 8

FSA Assessment Data

Person Responsible
Todd Richardson

Schedule
Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion
FSA Data from Pearson

G2. By the end of the 2017-2018 school year, 76% of students in grades K-5 will meet proficiency in Math as measured by the district assessments (K-2) and FSA (3-5). `1a`

🔍 G097619

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	76.0

Targeted Barriers to Achieving the Goal `3`

- Students in grades 3-5 struggle with accuracy when solving multi-step or larger number problems.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 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.

- Anchor Charts, Graphic Organizers displayed on classroom focus walls

- Gradual Release of Responsibility

Plan to Monitor Progress Toward G2. `8`

iReady Data and District Assessments

Person Responsible

Todd Richardson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

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

Todd Richardson

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA Data from Pearson

G3. By the end of the 2017-2018 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade SSA. `1a`

🔍 G097620

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Level 5	73.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistency in rigorous 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
Todd Richardson

Schedule
Annually, from 8/10/2017 to 5/31/2018

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 2017-2018 school year, 73% of students in grades K-5 will meet proficiency in ELA as measured by the district assessments (K-2) and FSA (3-5). `1`

🔑 G097618

G1.B3 Training for all staff that focuses on meeting goals for learning gains for the lowest quartile. `2`

🔑 B262404

G1.B3.S1 Teachers focus on using text structures, close reading, anchor charts, graphic organizers and summarizing while looking at formative assessment data to drive instruction. Vocabulary/Comprehension PD targeting explicit instruction on identified researched based strategies in ELA, administering assessments to evaluate mastery of the standards and use the re-teach/re-assess cycle. `4`

🔑 S277931

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

Todd Richardson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

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

Todd Richardson

Schedule

Monthly, from 8/10/2017 to 5/31/2018

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

Todd Richardson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G2. By the end of the 2017-2018 school year, 76% of students in grades K-5 will meet proficiency in Math as measured by the district assessments (K-2) and FSA (3-5). 1

🔍 G097619

> **G2.B2** Students in grades 3-5 struggle with accuracy when solving multi-step or larger number problems. 2
>
> 🔍 B262406

>> **G2.B2.S1** Small group instruction and targeted interventions with quick targeted scaffolding and acceleration while maintaining engagement. 4
>>
>> 🔍 S277933

>>> **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**
>>>
>>> Todd Richardson

>>> **Schedule**
>>>
>>> Monthly, from 8/10/2017 to 5/31/2018

>>> *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.B2.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**
>>>
>>> Todd Richardson

>>> **Schedule**
>>>
>>> Monthly, from 8/10/2017 to 5/31/2018

>>> *Evidence of Completion*
>>>
>>> iReady Data, Benchmark data from School City, formative and summative assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

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

Person Responsible

Todd Richardson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G3. By the end of the 2017-2018 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade SSA. `1`

🔑 G097620

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

🔑 B262408

G3.B1.S1 Teams collaborate and develop inquiry based lessons for each unit focusing on the scientific method. `4`

🔑 S277934

Strategy Rationale

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

Action Step 1 `5`

Provide PD focusing on science inquiry

Person Responsible

Todd Richardson

Schedule

On 10/4/2017

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

Todd Richardson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

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

Todd Richardson

Schedule

Monthly, from 8/10/2017 to 5/31/2018

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
2018					
G3.B1.S1.A1 A374431	Provide PD focusing on science inquiry	Richardson, Todd	10/4/2017	Sign in sheets, exit slips	10/4/2017 one-time
G1.B3.S1.MA1 M403977	Grade level teams will review results of common assessment data to determine mastery and adequate...	Richardson, Todd	8/10/2017	iReady data, benchmark assessment data from School City.	5/31/2018 monthly
G1.MA3 M403980	FSA Assessment Data	Richardson, Todd	8/10/2017	FSA Data from Pearson	5/31/2018 annually
G2.MA1 M403985	iReady Data and District Assessments	Richardson, Todd	8/10/2017	Grade level teams will analyze data with ILT to gauge progress.	5/31/2018 quarterly
G2.MA2 M403986	FSA Assessment Data	Richardson, Todd	8/10/2017	FSA Data from Pearson	5/31/2018 annually
G3.MA1 M403989	Monitoring of progress towards meeting goals will be completed using formative and summative...	Richardson, Todd	8/10/2017	diagnostic data	5/31/2018 annually
G1.B3.S1.MA1 M403976	Will have quarterly conversations with every teacher regarding student achievement for every one of...	Richardson, Todd	8/10/2017	Collect Quarterly Progress Monitoring Data and correlate it to iReady and FSA scores.	5/31/2018 quarterly
G1.MA2 M403979	Quarterly Assessment Data	Richardson, Todd	8/10/2017	Assessment Reports from School City	5/31/2018 quarterly
G1.B3.S1.A1 A374428	What types of data are important? How is it used effectively? Data is on-going....	Richardson, Todd	8/10/2017	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.	5/31/2018 weekly
G2.B2.S1.MA1 M403983	We will have quarterly conversations with every teacher regarding student achievement for every one...	Richardson, Todd	8/10/2017	Collect quarterly progress monitoring data and correlate it to iReady and FSA scores.	5/31/2018 quarterly
G2.B2.S1.MA1 M403984	Grade level teams will review results of common assessment data to determine mastery and adequate...	Richardson, Todd	8/10/2017	iReady Data, Benchmark data from School City, formative and summative assessments	5/31/2018 monthly
G2.B2.S1.A1 A374430	Determine what types of data are important. How to use data effectively as an ongoing process.	Richardson, Todd	8/10/2017	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.	5/31/2018 monthly
G3.B1.S1.MA1 M403987	Evaluation of student journals to reflect students' deeper understanding of science concepts.	Richardson, Todd	8/10/2017	Class room walk throughs, journal samples, grades	5/31/2018 monthly
G3.B1.S1.MA1 M403988	Class room walk throughs in True North Logic for evidence of implementation.	Richardson, Todd	8/10/2017	Evidence in lesson plans, student materials (journals),	5/31/2018 weekly
G1.MA1 M403978	1. Evaluation Tools include: iReady data	Richardson, Todd	8/10/2017	Assessment Reports from iReady Website	5/31/2018 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 2017-2018 school year, 73% of students in grades K-5 will meet proficiency in ELA as measured by the district assessments (K-2) and FSA (3-5).

G1.B3 Training for all staff that focuses on meeting goals for learning gains for the lowest quartile.

G1.B3.S1 Teachers focus on using text structures, close reading, anchor charts, graphic organizers and summarizing while looking at formative assessment data to drive instruction. Vocabulary/Comprehension PD targeting explicit instruction on identified researched based strategies in ELA, administering assessments to evaluate mastery of the standards and use the re-teach/re-assess cycle.

PD Opportunity 1

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

Facilitator

Todd Richardson

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G2. By the end of the 2017-2018 school year, 76% of students in grades K-5 will meet proficiency in Math as measured by the district assessments (K-2) and FSA (3-5).

G2.B2 Students in grades 3-5 struggle with accuracy when solving multi-step or larger number problems.

G2.B2.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 8/10/2017 to 5/31/2018

G3. By the end of the 2017-2018 school year, 73% of students in grade 5 will meet proficiency in Science as measured by the fifth grade SSA.

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

G3.B1.S1 Teams collaborate and develop inquiry based lessons for each unit focusing on the scientific method.

PD Opportunity 1

Provide PD focusing on science inquiry

Facilitator

Rudy Keezer, Melissa Raynor, Andrea Connor, Todd Richardson, Mary Shapiro, Charlotte Latham

Participants

All classroom teachers

Schedule

On 10/4/2017

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	2017-18
			0821 - B.D. Gullett Elementary School	General Fund	1.0	$0.00
2	G2.B2.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 focusing on science inquiry				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0821 - B.D. Gullett Elementary School	General Fund	1.0	$500.00
			Notes: hands-on science materials and copies			
					Total:	$500.00