

Duval County Public Schools

Gregory Drive Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

<http://www.duvalschools.org/gde>

Demographics

Principal: Augena Sapp

Start Date for this Principal: 11/4/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2020-21: (31%) 2018-19: C (45%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gregory Drive Elementary School is a school in which every child experiences SUCCESS in a
Safe and civil environment,
Unified in purpose,
Committed to making the community proud,
College and career bound,
Encouraged to excel,
Supported in all endeavors, to
Strive for success.

Provide the school's vision statement.

Every student will become a successful reader by integrating math, science, and technology across all academic areas to reach his or her highest potential, drawing on the child's entire community for support.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sapp, Augena	Principal	<p>AuGena Sapp, Principal - Will monitor standards taught and planned for core curriculum. Monitor and model the use of Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and monitored during monthly RTI meetings. Instruction will be monitored through classroom observations(Perform) and frequent forms of feedback. Professional development will be determined based on all of the above. As needed, the principal will initiate growth plans for intensive professional development and monitor task completion.</p>
Jordan, Angela	Instructional Coach	<p>Angela Jordan, ELA Coach - Provides professional development on effective instructional strategies and implementation of rigorous ELA instruction as it pertains to Common Core standards/ New Florida Standards. She provides daily support to teachers, models lessons as needed and requested and assists teachers with lesson planning. She also supports teachers by conducting intervention on a small group of students.</p>
Clawson, Tamme	Administrative Support	<p>Tamme Clawson - Reading Interventionist - Provides instructional support and intervention for students in the area of ELA. Analyzes data and plans next steps for instruction to move students towards being on grade level.</p>
Brown, Tangela	Guidance Counselor	<p>Tangela Brown, School Counselor- Facilitates MRT meetings, Problem Solving/RTI meetings, 504 meetings. Serves as the school's liaison between the school and the district as it pertains to MRT (Multi-Referral Team) meetings on a monthly basis. Supports the needs of the whole child and provides resources to parents.</p>
Kemp, Elizabeth	Instructional Coach	<p>Monitors and analyzes all data in support of fulfilling the success of the school improvement plan.</p>

Demographic Information

Principal start date
 Saturday 11/4/2017, Augena Sapp

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

514

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

12

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

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 6/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%			23%			30%	50%	57%
ELA Learning Gains	52%			36%			49%	56%	58%
ELA Lowest 25th Percentile	59%			43%			53%	50%	53%
Math Achievement	43%			26%			39%	62%	63%
Math Learning Gains	61%			37%			61%	63%	62%
Math Lowest 25th Percentile	56%			33%			64%	52%	51%
Science Achievement	26%			20%			21%	48%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	51%	-27%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison		-24%				
05	2022					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	61%	-30%	62%	-31%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-31%				
05	2022					
	2019	33%	57%	-24%	60%	-27%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	49%	-29%	53%	-33%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	41	55	26	36	33	9				
ELL	23	50		53	67		30				
BLK	19	53	58	38	58	58	18				
HSP	31	45		51	63		27				
MUL	30			40							
WHT	35	59		48	67		30				
FRL	21	50	57	40	59	50	25				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	28		17	24	27	7				
ELL	23	60		50	60		27				
BLK	20	27		20	33	23	15				
HSP	27	62		36	54		33				
MUL	38			47							
WHT	26	45		29	55						
FRL	22	34	33	24	38	35	19				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	17		11	38						
ELL	14	73		21	82						
BLK	28	43	39	37	58	60	19				
HSP	20	71	80	40	84		20				
MUL	58			67							
WHT	33	48		35	48		15				
FRL	27	45	52	36	57	63	16				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a need for foundational skills in both ELA and Math. The Covid-19 learning loss needs to be tackled aggressively with remedial intervention in phonics/fluency along with number sense. This loss of foundational skills is making on level proficiency less attainable. Math achievement is higher than ELA achievement historically. The proficiency of ELA has declined from the success of increasing to a C in 2019 being 30% proficient to our 2022 proficiency of 24%.

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

ELA and Science and the greatest needs for improvement. Proficiency in ELA being 24% and Science being 26%.

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

Virtual and hybrid learning along with those who have not attended school in 2 years is causing success in ELA to decline. Implementation of small group instruction, the use of in school and online learning platforms, and the use of interactive touch screen monitors for engagement purchased with Title 1 funding.

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

Math gains showed the most improvement in 2022. Students achieved 61% in Math gains. The success of 2019, where we made a C, showed 39% math gains. 61% was notably successful.

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

We implemented 4 step intervention for our lower performing quartile students. We also had tutoring after school and on Saturdays for our students targeted for gains. Continual monitoring of

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

The implementation of the new curriculum and small group intervention will be monitored and taught with fidelity. Students will be engaged in pull out intervention using Corrective Reading and supplemental math sessions using Acaletics. These research based systems are proven to increase student performance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Each month, the school holds a 90 minute Profession Learning Community (PLC) for all teachers to collaborate through planning, analyzing data, and responding to the data through pivotal student rotations into different support groups according to their needs.

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

We will continue after school tutoring and Saturday tutoring for our students in order to increase student performance. Additional interactive touch screen monitors will be purchased to enhance learning engagement in every classroom.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Standards-aligned Instruction:
 Standards Focus Walk data shows Gregory Drive averaging a 2.6 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning. Based on a comparison to the benchmark, a score of 71 means that Gregory Drive Elementary School is strong on this measure.

1. Correcting the gap in literacy is the objective in order to increase proficiency in reading. Using researched based programs, we hope to correct the foundational deficiencies and build fluency for improved comprehension.
2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement.
3. Research indicates that fully teaching the standards will produce higher proficiency.

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

Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8.
 5 Essentials Data, under strong professional development will increase from 31 (weak) to 57 (neutral).
 Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored.

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

Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.

Person responsible for monitoring outcome:

Augena Sapp (sappa@duvalschools.org)

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

Standards Walk-through observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers.
 Common planning structured to unpack the standards.
 Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

resources/criteria used for selecting this strategy.

Action Steps to Implement

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

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Teachers will engage in weekly Common Planning to unpack, plan, and pull resources focused on standards based instruction.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Provide Professional Learning Cycles to plan standards based units of study using authentic literature and analyzing student work and assessments for alignment.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Monitor remediation with the Bottom Quartile students using Leveled Literacy Instruction, Corrective Reading, Reading Mastery Signature Edition, Language for Learning, and Benchmark Assessments.

Person Responsible Tamme Clawson (clawsont@duvalschools.org)

~Engagement in real world experiences to build student background knowledge by planning field trip to support standards.

Person Responsible Elizabeth Kemp (kempe1@duvalschools.org)

~ Title 1: Utilize Instructional Support staff and paraprofessionals to conduct small group instruction.

Person Responsible Tamme Clawson (clawsont@duvalschools.org)

~ Title 1: Provide Media Specialist with standards to align with Core instruction for student visits.

Person Responsible Angela Jordan (joradana@duvalschools.org)

Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

Person Responsible Augena Sapp (sappa@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science Standards-aligned Instruction:
 Standards Focus Walk data shows Gregory Drive averaging a 2.6 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning.
 Based on a comparison to the benchmark, a score of 71 means that Gregory Drive Elementary School is strong on this measure.

1. Merging literature and science standards will improve instruction and increase proficiency in science. Using researched based programs, we hope to correct the foundational deficiencies and build vocabulary and conceptualization for improved performance.
2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement.
3. Research indicates that fully teaching the standards will produce higher proficiency.

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

Students will be targeted for proficiency and their data will be monitored to solidify 65% or higher on each re-assessment by providing remediation for the standards that do not meet mastery.
 Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8.
 5 Essentials Data, under strong professional development will increase above 71.
 Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored.

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

Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.

Person responsible for monitoring outcome:

Augena Sapp (sappa@duvalschools.org)

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

1. Standards Walk-through observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers.
2. Common planning structured to unpack the standards.
3. Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

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

~Engagement in real world experiences to build student background knowledge by planning field trips to support standards.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Monitoring fidelity of use for Acaletics Science

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Increased remediation of standards by analyzing assessment data monthly

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Providing students with monthly benchmark assessments in order to monitor mastery of standards taught

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Provide the students with more literature integration in Science.

Person Responsible Angela Jordan (joradana@duvalschools.org)

~ Provide teachers with Science Professional Learning Cycles once per month to plan standards based units of study using exploration and literature with a focus on analyzing student work for alignment.

Person Responsible Augena Sapp (sappa@duvalschools.org)

Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

Person Responsible Augena Sapp (sappa@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Mathematics Standards-aligned Instruction:
 Standards Focus Walk data shows Gregory Drive averaging a 2.6 Sum of Averages for assessing student work. The areas were Determining Mastery, Learning Arc Alignment, and FSA Alignment. The 5 Essentials Data says that schools with strong Quality Professional Development, teacher development is rigorous and focused on student learning.
 Based on a comparison to the benchmark, a score of 31 means that Gregory Drive Elementary School is strong on this measure.

1. Increased focus on the learning arc to unpack standards will improve instruction and increase proficiency in mathematics. Using researched based programs, we hope to correct the foundational deficiencies and build fluency and conceptualization for improved performance.
2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement.
3. Research indicates that fully teaching the standards will produce higher proficiency.

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

Students will be targeted for proficiency and their data will be monitored to solidify 65% or higher on each re-assessment by providing remediation for the standards that do not meet mastery. Standards Focus Walk data will improve from a 2.7 Sum of Averages for assessing student work to at least 3.8.

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

5 Essentials Data, under strong professional development will increase above 71.
 Daily Standards Focus Walk-throughs will provide weekly averages to monitor growth and provide feedback. Coaches will provide support in the areas of growth and follow through with coaching cycles if necessary which will also be monitored.
 Weekly Common Planning and Monthly PLC will be structured to provide support in core content instructional delivery with a focus on the standards. Teacher surveys will be provided regularly, outside of the 5 Essentials survey, to determine the needs of the teachers and to monitor our progress throughout the year.

Person responsible for monitoring outcome:

Augena Sapp (sappa@duvalschools.org)

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

1. Standards Walk-through observations to monitor the instructional delivery of the standards and objectives will build capacity within the teachers.
2. Common planning structured to unpack the standards
3. Administration will calibrate, collaborate, plan, and align observations to improve classroom standards based instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

for selecting this strategy.

Action Steps to Implement

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

~Provide teachers weekly common planning sessions to plan by unpacking the standards and aligning resources, manipulatives, and strategies for math to build effective lessons.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Provide teachers with Math Professional Learning Cycles to analyzing student work and assessments.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Provide the students with more fact fluency practice.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Provide the students with more fact fluency practice.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Provide students with frequent assessments in order to monitor mastery of standards taught.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~ Increased remediation of standards by analyzing assessment data monthly

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Engagement in real world experiences to build student background knowledge by planning field trips to support standards.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Monitoring fidelity of use for Acaletics Math

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Frequent walk-through observations with feedback from administration and instructional support staff.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Increase remediation of standards by analyzing assessment data monthly and utilizing instructional support staff and paraprofessional to conduct small group learning.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Increase remediation of standards by analyzing assessment data monthly and utilizing instructional support staff and paraprofessional to conduct small group learning.

Person Responsible Augena Sapp (sappa@duvalschools.org)

~Provide differentiated small group materials for standard based rigorous practice.

Person Responsible Augena Sapp (sappa@duvalschools.org)

Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

Person Responsible Augena Sapp (sappa@duvalschools.org)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 5 Essentials data show that there needs to be a focus on the area of Support Environment. Improving this area will have a positive impact on the social, emotional, and academic success of students. In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools, students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all students toward high academic performance. It will also improve the teacher retention, cultural proficiency, and relationship between colleagues, administration, parents, and students. Using a book study of Cultural Proficiency: A Manual for School Leaders has benefited many school leaders, students, teachers and communities they serve. Cultural Proficiency helps to establish a mindset and worldview for effectively describing and responding to inequities.

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

On the 5 Essentials survey, students responded to the Supportive Environment of safety with a score of 33 (weak). The goal is to improve this performance to increase at least 27 points (60=strong).

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

On a monthly basis, students will participate in the selection of Teacher of the Month where they will be able to celebrate their teachers as well as leave feedback on their assessment of their school, staff, and environment. This information will be used monthly for celebration and professional development.

Person responsible for monitoring outcome:

Augena Sapp (sappa@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Admin created surveys will be given to students, parents, faculty and staff to keep a current pulse on positive school culture and environment and action steps will result from the analyzing of the data. Official end of year 5 Essentials data will be used as the specific measure that will prove our success with these intentional efforts.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

5 Essentials Survey (Implementing next steps for each area) is a tool that is used to plan for school improvement. Healthy data on this survey has a direct impact on the academic success of a school.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Monthly student assessments will be administered using the a rubric to collect data to support that students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all students toward high academic performance.

Person Responsible Augena Sapp (sappa@duvalschools.org)

No description entered

Person Responsible [no one identified]

RAISE

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

Area of Focus Description and Rationale

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

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

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

K: 71% below proficiency (Spring i-Ready)

1: 66% below proficiency (Spring i-Ready)

2: 80% below proficiency (Spring i-Ready)

The Instructional Coach will disaggregate data by domain and group students by their greatest needs. Support staff will then be provided with resources and professional development to implement small group interventions to close the achievement gaps within each grade level domain.

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

Gregory Drive had 76% below proficiency (level 3) on the FSA in 3rd-5th grade.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

Teachers will be provided professional development on gradual release and small group instruction. The implementation of this will be monitored by instructional coaches which will increase proficiency for all students. Increasing proficiency of K-2 students scoring on grade level or above will increase overall percentage points by decreasing the number of below grade level students.

Grades 3-5: Measureable Outcome(s)

Increasing percentage of 3rd-5th grade students scoring Level 3 on the 2023 statewide standardized English Language Arts assessment by 3-4 percentage points. While also decreasing the number of below grade level students by 3-4 percentage points.

Monitoring:

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

Gregory Drive Elementary's Leadership Team and District Content Specialist will track and monitor ELA assessment data to include Waterford, i-Ready, STAR, Achieve and state assessment. Administrators will conduct data chats with teachers and students to review proficiency. School leadership, coaches, and teachers will track Waterford, Achieve, STAR, i-Ready, and High Frequency words to evaluate impact quarterly.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sappa, Augena, sappa@duvalschools.org

Evidence-based Practices/Programs:

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

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

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small group/differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness from student data.

Instructional Reviews with action plans: collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Rationale for Evidence-based Practices/Programs:

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

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

Progress monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

Instructional Reviews with action plans: The implementation review is a plan designed to recognize accomplishments, track actions, measure implementation impact, evaluate the plan, and determine next steps. It may be used by the school alone or with the assistance of the support lead.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership	
Literacy Coaching	
Assessment	Sapp, Augena, sappa@duvalschools.org
Professional Learning	
Literacy Leadership	
Literacy Coaching	
Assessment	Sapp, Augena, sappa@duvalschools.org
Professional Learning	

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

The 5 Essentials data show that there needs to be a focus on the area of positive culture and environment for teachers, students, and parents. This intentional improvement will be implemented this year in the following ways:

Teachers: Teachers will be engaged in a book study using *Cultural Proficiency: 4th edition* by Randall B. Lindsey. This book will engage colleagues in collaborative dialogue about creating powerful teaching and learning environments. It will help teachers recognize and respond to both individual and group differences to break down barriers. Following each Early Release day, teachers will use the Cultural Proficiency Continuum to assess the limitations of school practices and identify opportunities to shift the culture.

Students: Students will benefit from the book study of their teachers. In addition, students will be engaged in frequent surveys and positive experiences that build awareness and respect for the relationship of others. The input from students will guide administration with next steps to ensure that the students feel valued and are respected which will improve the positive school culture.

Parents: Parents will be surveyed more frequently to provide the school with feedback and suggestions that would improve school culture. Monthly parent nights will maximize opportunity for teachers and parents to engage in positive interaction to positively impact the social, emotional, and academic success of each child.

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

Teachers: Teachers will be engaged in a book study using *Cultural Proficiency: 4th edition* by Randall B. Lindsey. This book will engage colleagues in collaborative dialogue about creating powerful teaching and learning environments. It will help teachers recognize and respond to both individual and group differences to break down barriers. Following each Early Release day, teachers will use the Cultural Proficiency Continuum to assess the limitations of school practices and identify opportunities to shift the culture.

Students: Students will benefit from the book study of their teachers. In addition, students will be engaged in frequent surveys and positive experiences that build awareness and respect for the relationship of others. The input from students will guide administration with next steps to ensure that the students feel valued and are respected which will improve the positive school culture.

Parents: Parents will be surveyed more frequently to provide the school with feedback and suggestions that would improve school culture. Monthly parent nights will maximize opportunity for teachers and parents to engage in positive interaction to positively impact the social, emotional, and academic success of each child.