

Jackson County School Board

Graceville Elementary School



2015-16 School Improvement Plan

Graceville Elementary School

5331 ALABAMA ST, Graceville, FL 32440

<http://ges.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary 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 was approved by the Jackson County School Board on 10/20/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Motto: Achieving Excellence Together

Our purpose is to achieve excellence by working together to build foundational skills for lifelong learning.

Provide the school's vision statement

School Environment

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

Graceville Elementary School, along with Jackson County School Board, conduct an annual Parent Survey to target areas of improvement in regards to parental involvement and student success. During a school year, GES faculty and staff offer a variety of opportunities to build relationships among teachers and students. At the beginning of each school year, we host an open house where students can meet their new teachers and tour the school. Throughout the year, we offer reading and math student/parent interactive nights where students and parents practice interactive skills with the teachers. In the spring, we host a spring fling complete with games, food and a movie.

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

As students arrive on campus, the principal and other staff extend a daily greeting. Students are provided breakfast daily free of charge. After breakfast students report to the gym where they are supervised and use the morning time to read or study. Two teachers voluntarily work with students in the computer labs using educational programs. During school, students are reminded to exhibit and receive respect by following directions, using positive voice language, and being tolerant of other's thoughts and ideas. Students are walked to the bus area and car area daily by their assigned teacher.

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

The GES discipline plan communicates the school's philosophy and implementation of discipline to the faculty, the students, parents, administrators, and members of the community. The primary purpose of creating and using this plan is to have a detailed, written guide which will ensure consistency in enforcing discipline and to address and resolve the causes behind misbehavior. Faculty and staff receive training on our schoolwide behavioral system at the beginning of each school year.

At Graceville Elementary School we believe everyone has the rights and responsibility to achieve his or her educational best. Successful student education results from a safe, supportive, and challenging environment that gives students an opportunity to explore, discover, and learn. To be the best we can be, we will honor individual differences, clearly define the things we expect from everyone, and hold each person accountable for his or her own behavior.

The following describes the expectations outlined in our school wide Positive Behavior System. Students are rewarded tiger paws for following the expectations. Each 9 weeks, students have

opportunities to exchange their earned tiger paws for specified privileges.

Get Responsible

- Keep hands, feet, and objects to yourself.
- Have materials present and organized.
- Stay in assigned areas.

Engage in Learning

- Be in listening / learning position.
- Be on task.
- Be an active participant.

Show Respect

- Follow directions.
- Use positive voice language.
- Be tolerant of other's thoughts and ideas.

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

GES has an environment that allows students to be comfortable in receiving counseling, mentoring, support, and encouragement. Teachers, as well as all faculty, may refer students to reliable community counseling resources as needs arise. GES confers and collaborates weekly with these community counseling resources. Jackson County School District also has a backpack food program. Eligible students receive a backpack with non-perishable food items to take home each weekend. The behavior specialist from our district's ESE department offers assistance in classroom strategies and referrals. She conducted an inservice for our teachers on "Strategies to Deal with Difficult Children."

Early Warning Systems

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

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

Administrators and grade groups meet weekly to discuss performance data, MTSS goals, and to identify students who are showing early warning signs. We make early contact with parents about excessive absences and refer to truancy court when necessary. Classroom teachers are required to contact the parents' of students who are exhibiting classroom behavior infractions. This process is an attempt to correct misbehavior and keep the student from progressive misconduct and possible suspension. Administration and classroom teachers meet with parents of students who are failing or close to failing mid-year.

Early Warning Indicators

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on FCAT in English Language Arts or mathematics

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

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	0	0	0	0	0	62	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	49	0	0	0	0	0	0	0	49

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

Administrators and grade groups meet weekly to discuss performance data and MTSS goals. Strategies to meet the diverse needs of students are always a topic. GES uses a variety of instructional materials and methods to be sure instruction is supplemented to assist students' difficulties. Examples include morning remediation (MobyMax and Lexia), remediation teacher (works with small groups in grades 3-5), small group differentiation in the classroom, and iii remediation in the classroom. GES promptly communicates with parents of students whose poor attendance becomes a trend. Referral to truancy court follows for families in noncompliance. Students who exhibit reoccurring behavior infractions are referred to MTSS for behavior interventions. We work with these students to develop plans that include behavior goals and rewards for positive behavior.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/290178>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Graceville Elementary School's School Advisory Council includes members from the local community. The council meets quarterly to discuss and approve our school improvement plan, discuss parent involvement, monitor performance of students and educational programs, identify problems, propose solutions, and suggest changes, and serve as a resource for our principal . The Baptist College of

Florida supports the school by assigning numerous college students to observe, tutor and intern. By providing these opportunities, teachers are able to have more one-on-one time and small group discussions with low performing students.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Dickson, Becky	Assistant Principal
Cumbie, Jennifer	Guidance Counselor
Hamilton, Laurie	Instructional Media

Duties

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

Specific SST Roles/functions (one person may serve more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets meeting times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership team, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

The federally funded programs used at Graceville Elementary School include Lexia and Newsbank. Lexia is used by our ESE department and remediation teacher to assess and teach specific language and reading skills of struggling readers. Newsbank is used by teachers from each grade level to provide supplemental text from a variety of resources (newspapers, magazines, etc.). Title I funds and Project 9508 funds are used to secure a remediation teacher who works with identified students on specific skills noted by the classroom teacher. Title I funds are also used for classroom materials, most recently Open Court curriculum for grades K-2.

The locally funded programs used at GES include Renaissance Learning (Accelerated Reader-AR Program) and United Streaming through Discovery Education. Classroom teachers with the media / curriculum specialist use AR to assess appropriate reading levels for students. This determines a reading range or level of book most appropriate for library check out. Classroom teachers develop goals in an attempt to increase reading level and comprehension. United Streaming provides a variety of resources for classroom teachers to use during their instruction. Videos, pictures, sample texts and classroom activities can be accessed using United Streaming.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laurence Pender	Principal
Becky Dickson	Teacher
Susan Burgan	Teacher
Kristian Jones	Teacher
Pam Williams	Teacher
Richard Wheatley	Business/Community
Eugene Adams	Business/Community
Elise Varner	Business/Community
Phil Delgado	Business/Community
Shannon Burgan	Parent
Amy Skinner	Parent
Brandon Jones	Parent
Conception Tun-coc	Parent
Marina Morales	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was presented to members of the school advisory council. Members evaluated student scores from the previous year, reviewed school improvement goals, identified barriers that may hinder meeting the goals, and strategies being implemented to increase student achievement.

Development of this school improvement plan

The GES advisory council will meet quarterly to discuss student achievement data (baseline, mid-year, end-of-year) and how this data aids in the designing and progress monitoring of the school improvement goals. They will also formulate and revisit strategies implemented to meet these goals, as well as, decide how funds will be spent to achieve these goals.

Preparation of the school's annual budget and plan

Members of GES advisory council assist in the preparation of the school budget by providing input on the use of school improvement funds. Established procedures are followed to ensure funds being spent are documented and reviewed effeciently.

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

The projected use of school improvement funds is for substitute teachers during parent teacher conferences for the 2014-15 school year. Funds will be used from Parent Involvement (project 3104) in the amount of approximately \$300.00 for two substitute teachers for two days. Funds will be used from Title I School Improvement (project 5101) to purchase Open Court Phonics in the amount of approximately \$13,000.00, Scholastic Classroom Magazines (grades K-3 and 5) in the amount of \$1551.88, and Florida Studies Weekly (4th grade) in the amount of \$200.48.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Burgan, Susan	Teacher, K-12
Delgado, Patricia	Teacher, K-12
Sims, Petey	Principal
Bailey, Heather	Teacher, K-12
Smith, Beth	Teacher, K-12
Strickland, Hannah	Teacher, K-12
Register, Maura	Teacher, K-12
Wheatley, Samantha	Teacher, ESE
Mitchell, Missy	Teacher, ESE
Clay, Catherine	Other
Hamilton, Laurie	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Through the district adopted reading program, the Literacy Leadership Team is focusing on diagnostic results and providing differentiated instruction to students at all levels. The team will also set guidelines for student goal development and create motivational reward programs throughout the year. The team will offer continued support for teachers throughout implementation of the reading program. The LLT will monitor a new resource, Open Court Phonics for K-2, which is being implemented during the 14-15 school year.

Public and Collaborative Teaching

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

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

Each Tuesday and Thursday of the school year, teachers will meet with their grade group to review student data and collaborate. During Tuesday's meeting, the leadership team and grade group will meet to identify areas of weaknesses in reading and math. Data will be used to drive instructional decisions. During Thursday's meeting, each grade group will collaboratively plan their instruction based on previously collected data. Teachers will continue to monitor the data as they implement differentiation strategies.

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

It is the responsibility of the principal, Mr. Sims, to recruit and retain highly qualified, certified, effective teachers. All personnel shall be appointed or reappointed as prescribed by Florida Statutes and in conformance with applicable State Board of Education rules and School Board rules. The Superintendent is directed to develop appropriate employment of all personnel consistent with Florida Statutes, State Board of Education rules, federal requirements and School Board rules.

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

The Jackson County mentoring program was designed for beginning teachers. It enables them to be paired with experienced colleagues who are scheduled to provide assistance in areas such as organizing the classroom, engaging in the curriculum, and teaching school and district policies and procedures. New teachers are typically paired with an experienced teacher in their grade group or in close proximity to their classrooms. This allows for convenient meetings and observations, as well as, a professional understanding of the skills and strategies being taught and assessed. Beginning teachers and their mentors are scheduled to meet monthly and complete a checklist of items appropriate to that particular time of year, to assign times for the new teacher to observe other teachers on campus, and to participate in their own observation/reflection activities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Jackson County School District reviewed our core instruction program before purchase to be sure its materials are aligned to Florida's standards. During the summer months, teachers and district staff collaboratively developed a curriculum map that would prepare all teachers for the beginning of the school year. At the beginning of the school year, teachers were provided access to and examples of the new Florida standards. Lesson plans are monitored by the principal to ensure standard alignment. Each review of grade group data indicates if the standards are being taught accurately and to mastery.

Instructional Strategies

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

Administrators and grade groups meet weekly to discuss performance data and MTSS goals. Strategies to meet the diverse needs of students are always a topic. GES uses a variety of instructional materials and methods to be sure instruction is supplemented to assist students' difficulties. Examples include morning remediation (MobyMax and Lexia), remediation teacher (works with small groups in grades 3-5), small group differentiation in the classroom, and iii remediation in the classroom. In January 2015, K-3 teachers will be involved in DJ-STAT, a collaboration, planning, and professional development opportunity for the One-to-One Technology Initiative.

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: Summer Program

Minutes added to school year: 3,600

Kindergarten – 3rd Grade Summer Reading Camp for Level 1 students on FCAT and <30% on Stanford 10.

Strategy Rationale

Summer Reading Camp will provide additional reading instruction to students scoring insufficient on State Standardized Test or Stanford 10. Students will retest at the end of the program to see if skills are sufficiently mastered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sims, Petey, petey.sims@jcsb.org

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

Stanford 10 scores

Strategy: Before School Program

Minutes added to school year: 7,200

Students identified as Level 1 or 2 on FCAT or <30% on Stanford 10 work in the computer lab each morning before school.

Strategy Rationale

Students are given an opportunity to work on specific skills in which they have shown deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sims, Petey, petey.sims@jcsb.org

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

Lexia and Moby Max progression. This data is analyzed by the students' classroom teachers to determine the effectiveness of them working on skills before school. Two teachers volunteer their mornings to operate the computer lab before school.

Student Transition and Readiness

PreK-12 Transition

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

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

Early childhood programs take multiple measures to assist children in transition from the PreK program to elementary school. They conduct a spring and fall home visit, parent conferences, parent involvement and education meetings, school orientation, and participation in many school activities. Parents are encouraged to get involved in their child's education and early childhood experience. Our graduating 5th graders look forward to visiting the Middle School each spring. This visit helps have their questions answered and makes the transition less stressful.

College and Career Readiness

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

GES encourages students to advance to college and career by making students aware of opportunity. Students at all grade levels are asked what they want to do or be when they grow up. This conversation starter allows teachers the opportunity to share with students what may be required to achieve that goal.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** If high expectations for academically demanding instruction are supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas.

Strategic Goals Detail

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

G1. If high expectations for academically demanding instruction are supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas. 1a

G075138

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	50.0
Math Lowest 25% Gains	50.0
FSA English Language Arts - Achievement	70.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Discovery Education (ThinkLink)
- FAIR
- Lexia
- Moby Max
- Renaissance Learning (AR)
- District Reading Coach
- Parents
- Reading Wonders
- Go Math
- Open Court (K-2)
- Remediation Teacher
- DJ-STAT

Targeted Barriers to Achieving the Goal 3

- Targeting interventions (Knowing exactly what each student needs)
- Lack of organized grade group meetings and school based leadership team meetings
- Teachers haven't seen academically demanding instruction modeled

Plan to Monitor Progress Toward G1. 8

Organized grade group and school based leadership team meetings / Professional Learning Community / MTSS targeting intervention for differentiation

Person Responsible

Petey Sims

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Leadership team will review progress monitoring data throughout the school year to see if progress is being made toward goal achievement; Professional Learning Community will define academically demanding instruction and create a plan for implementation; and MTSS team will identify specific deficiencies so they can target appropriate intervention for differentiation.

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. If high expectations for academically demanding instruction are supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas. **1**

 G075138

G1.B7 Targeting interventions (Knowing exactly what each student needs) **2**

 B196201

G1.B7.S1 Multi-tiered System of Supports (MTSS) Team and classroom teacher will target interventions for differentiation. **4**

 S207935

Strategy Rationale

Students will be supported in areas of academic deficiency so they can respond to academically demanding instruction.

Action Step 1 **5**

MTSS targeting intervention for differentiation

Person Responsible

Jennifer Cumbie

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

MTSS targeting intervention for differentiation

Person Responsible

Jennifer Cumbie

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

MTSS targeting intervention for differentiation

Person Responsible

Jennifer Cumbie

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets

G1.B8 Lack of organized grade group meetings and school based leadership team meetings **2**

 B196202

G1.B8.S1 Coordinate/develop/schedule grade group and school based leadership team meetings that will include data discussions that will drive instruction. **4**

 S207936

Strategy Rationale

Regular grade group and leadership team meetings will support high expectations for academically demanding instruction.

Action Step 1 **5**

Organized grade group and school based leadership team meetings

Person Responsible

Becky Dickson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar of meetings, grade group planning logs, SBLT collaboration logs

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Organized grade group and school based leadership team meetings

Person Responsible

Petey Sims

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar of meetings, grade group planning logs, SBLT collaboration logs

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Organized grade group and school based leadership team meetings

Person Responsible

Petey Sims


Schedule

On 5/29/2015

Evidence of Completion

Leadership team will monitor implementation of the grade group and leadership team meetings. They will review documentation logs to see if the meetings are using the time effectively.

G1.B10 Teachers haven't seen academically demanding instruction modeled 2

 B196204

G1.B10.S1 Professional Learning Community in which the faculty defines academically demanding instruction and creates a plan for implementation. 4

 S207937

Strategy Rationale

Defining academically demanding instruction and implementing research based strategies to ensure success in student outcomes.

Action Step 1 5

Observe model teachers / Get support from district staff and curriculum specialists

Person Responsible

Petey Sims

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Document visits on calendar

Action Step 2 5

Professional Learning Community

Person Responsible

Becky Dickson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Faculty sign in sheets, PAEC follow up activity

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Professional Learning Community

Person Responsible

Becky Dickson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Faculty sign in sheets, PAEC follow up activity

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Professional Learning Community

Person Responsible

Becky Dickson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Faculty sign in sheets, PAEC follow up activity

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1	MTSS targeting intervention for differentiation	Cumbie, Jennifer	8/18/2014	Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets	5/29/2015 monthly
G1.B8.S1.A1	Organized grade group and school based leadership team meetings	Dickson, Becky	8/18/2014	Calendar of meetings, grade group planning logs, SBLT collaboration logs	5/29/2015 weekly
G1.B10.S1.A1	Observe model teachers / Get support from district staff and curriculum specialists	Sims, Petey	8/18/2014	Document visits on calendar	5/29/2015 quarterly
G1.B10.S1.A2	Professional Learning Community	Dickson, Becky	8/18/2014	Faculty sign in sheets, PAEC follow up activity	5/29/2015 quarterly
G1.MA1	Organized grade group and school based leadership team meetings / Professional Learning Community / MTSS targeting intervention for differentiation	Sims, Petey	8/18/2014	Leadership team will review progress monitoring data throughout the school year to see if progress is being made toward goal achievement; Professional Learning Community will define academically demanding instruction and create a plan for implementation; and MTSS team will identify specific deficiencies so they can target appropriate intervention for differentiation.	5/29/2015 quarterly
G1.B7.S1.MA1	MTSS targeting intervention for differentiation	Cumbie, Jennifer	10/6/2014	Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets	5/29/2015 monthly
G1.B7.S1.MA1	MTSS targeting intervention for differentiation	Cumbie, Jennifer	8/18/2014	Student diagnostic results (Wonders, FAIR, Discovery Education), Intervention Documentation Worksheets	5/29/2015 monthly
G1.B8.S1.MA1	Organized grade group and school based leadership team meetings	Sims, Petey	8/18/2014	Leadership team will monitor implementation of the grade group and leadership team meetings. They will review documentation logs to see if the meetings are using the time effectively.	5/29/2015 one-time
G1.B8.S1.MA1	Organized grade group and school based leadership team meetings	Sims, Petey	8/18/2014	Calendar of meetings, grade group planning logs, SBLT collaboration logs	5/29/2015 weekly
G1.B10.S1.MA1	Professional Learning Community	Dickson, Becky	8/18/2014	Faculty sign in sheets, PAEC follow up activity	5/29/2015 quarterly
G1.B10.S1.MA1	Professional Learning Community	Dickson, Becky	8/18/2014	Faculty sign in sheets, PAEC follow up activity	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If high expectations for academically demanding instruction are supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas.

G1.B10 Teachers haven't seen academically demanding instruction modeled

G1.B10.S1 Professional Learning Community in which the faculty defines academically demanding instruction and creates a plan for implementation.

PD Opportunity 1

Professional Learning Community

Facilitator

Petey Sims

Participants

Classroom teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

G1. If high expectations for academically demanding instruction are supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas.

G1.B8 Lack of organized grade group meetings and school based leadership team meetings

G1.B8.S1 Coordinate/develop/schedule grade group and school based leadership team meetings that will include data discussions that will drive instruction.

PD Opportunity 1

Organized grade group and school based leadership team meetings

Facilitator

Emily Jones, DOE

Participants

SBLT, grade groups

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Budget

Budget Data						
1	G1.B10.S1.A1	Observe model teachers / Get support from district staff and curriculum specialists				\$0.00
2	G1.B10.S1.A2	Professional Learning Community				\$0.00
3	G1.B7.S1.A1	MTSS targeting intervention for differentiation				\$37,628.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$20,315.00
<i>Notes: Remediation Teacher</i>						
			District-Wide	Title I Part A		\$2,560.00
<i>Notes: Discovery Education Assessment.</i>						
			District-Wide	Title I Part A		\$13,000.00
<i>Notes: Open Court Phonics Curriculum K-2</i>						
			District-Wide	Title I Part A		\$1,753.00

Budget Data

Notes: Supplemental Instruction Materials (Scholastic Magazines: K-3 and 5th grades and Studies Weekly:4th grade)

4	G1.B8.S1.A1	Organized grade group and school based leadership team meetings	\$0.00
Total:			\$37,628.00