

Jackson County School Board

Graceville Elementary School



2016-17 Schoolwide Improvement Plan

Graceville Elementary School

5331 ALABAMA ST, Graceville, FL 32440

<http://ges.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Graceville Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Motto: Achieving Excellence Together

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

b. Provide the school's vision statement.

see above

2. School Environment

a. 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, conducts 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.

b. 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. During school, students are reminded to exhibit and receive respect by following directions, using positive voice language, and being tolerant of others' thoughts and ideas. Students are walked to the bus area and car area daily by their assigned teacher. Faculty and staff sign in daily and wear identification badges. Doors to classrooms are locked. Visitors to our campus are required to sign in and obtain an identification sticker before leaving the office.

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

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.

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

GES has an environment that allows students to be comfortable in receiving on campus counseling, outside counseling services, 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."

3. Early Warning Systems

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

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

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 FSA in English Language Arts or mathematics

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	11	7	4	6	5	0	0	0	0	0	0	0	41
One or more suspensions	1	1	3	4	14	3	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	2	3	2	1	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	8	10	10	0	0	0	0	0	0	0	28

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	3	2	7	2	0	0	0	0	0	0	0	14

c. 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 periodically to discuss performance data (I-Ready, classroom 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 remediation (MobyMax and Lexia), 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. GES is in the beginning stages of understanding how to implement the use of the new Progress Monitoring Plan (PMP).

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Improve school to home communication by 50% by responding to parent inquiries via phone or email as measured by the Spring 2014 Title I Parent Survey.

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Strickland, Hannah	Teacher, K-12
Hamilton, Laurie	Instructional Media
Bannerman, Mendy	School Counselor
Pender, Laurence	Principal
Lawrence, Casey	Administrative Support

b. Duties

1. 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.

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

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 I-Ready. Lexia is used by our Kindergarten to assess and teach specific language and reading skills of struggling readers. I-Ready is used by teachers from each grade level to provide supplemental remediation for reading and mathematics skills. 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). 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laurence Pender	Principal
Pam Williams	Teacher
Eugene Adams	Business/Community
Phil Delgado	Business/Community
Mendy Bannerman	Education Support Employee
Casey Lawrence	Teacher
Justin Strickland	Parent
Patricia Delgado	Teacher
Mary Adams	Parent
Jason Byrd	Parent
Timmy Watson	Business/Community
Nancianne Watson	Business/Community
Beth Smith	Teacher
Raymond Smith	Parent
Linda Wheatley	Business/Community
Jennifer Rezek	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The 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.

b. 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.

c. 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 efficiently.

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

The Florida Department of Education was unable to allocate School Improvement Funds for the 2015-2016 school year to support activities described under this section.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Delgado, Patricia	Teacher, K-12
Smith, Beth	Teacher, K-12
Strickland, Hannah	Teacher, K-12
Register, Maura	Teacher, K-12
Wheatley, Samantha	Teacher, ESE
Hamilton, Laurie	Instructional Media
Pender, Laurence	Principal
McCormick, Valerie	Other
Brock, Sheryl	Instructional Coach

b. Duties

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

Through the district adopted reading program, the Literacy Leadership Team is focusing on diagnostic results (from classroom diagnostics & I-Ready diagnostics) 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 Reading Program for K-3, which is being implemented during the 2016-17 school year, along with I-Ready.

D. Public and Collaborative Teaching

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

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

Each week of the school year, teachers will meet with their grade group to review student data and collaborate. During some of these meetings, 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. 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.

2. 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. Pender, 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

Administrators and grade groups meet periodically 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 small group differentiation in the classroom, and iii remediation in the classroom. Since January 2015, K-3 teachers have been involved in DJ-STAT, a collaboration, planning, and professional development opportunity for the One-to-One Technology Initiative. Instructional technology is utilized throughout the day by classroom teachers as an instructional strategy to improve student achievement.

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

Strategy: Summer Program

Minutes added to school year: 3,600

Kindergarten – 3rd Grade Summer Reading Camp for Level 1 students on FSA 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

Pender, Laurence, laurence.pender@hdsb.org

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

Stanford 10 scores; FSA

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

b. College and Career Readiness

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

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.

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If a standards-based approach for academically demanding instruction is 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If a standards-based approach for academically demanding instruction is supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas. **1a**

G086646

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 ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal **3**

- Targeting interventions (Knowing exactly what each student needs/standards; use I-Ready to track)
- Lack of organized grade group meetings (need to be focused on standards-based instructional planning) and school based leadership team meetings
- Teachers haven't seen academically demanding instruction modeled

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

- I-Ready
- Lexia
- Moby Max
- Renaissance Learning (AR)
- District Reading Coach
- Parents
- Reading Wonders
- Go Math
- Open Court (K-3)
- Remediation Teacher
- DJ-STAT
- Triumph Coachbooks
-

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

Laurence Pender

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

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 a standards-based approach for academically demanding instruction is supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas. **1**


 G086646

G1.B7 Targeting interventions (Knowing exactly what each student needs/standards; use I-Ready to track)

2

 B230313

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

 S242974

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

Mendy Bannerman

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets

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

MTSS targeting intervention for differentiation

Person Responsible

Mendy Bannerman

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets

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

MTSS targeting intervention for differentiation

Person Responsible

Mendy Bannerman


Schedule

Monthly, from 8/15/2016 to 5/30/2017


Evidence of Completion

Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets

G1.B8 Lack of organized grade group meetings (need to be focused on standards-based instructional planning) and school based leadership team meetings **2**

 B230314

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

 S242975

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

Casey Lawrence

Schedule

Weekly, from 8/15/2016 to 5/30/2017

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

Laurence Pender

Schedule

Weekly, from 8/15/2016 to 5/30/2017

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

Laurence Pender


Schedule

On 5/30/2017

Evidence of Completion

Leadership team will monitor implementation of the grade group and leadership team meetings.

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

 B230316

G1.B10.S1 Professional Learning Community in which the faculty defines standards-based instruction and creates a plan for implementation. **4**

 S242976

Strategy Rationale

Defining standards-based 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

Laurence Pender

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Document visits on calendar

Action Step 2 **5**

Professional Learning Community

Person Responsible

Casey Lawrence

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

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

Casey Lawrence

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

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

Casey Lawrence

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Faculty sign in sheets, PAEC follow up activity

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M325226	Organized grade group and school based leadership team meetings / Professional Learning Community /...	Pender, Laurence	8/15/2016	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.	5/30/2017 quarterly
G1.B7.S1.MA1 M325220	MTSS targeting intervention for differentiation	Bannerman, Mendy	8/15/2016	Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets	5/30/2017 monthly
G1.B7.S1.MA1 M325221	MTSS targeting intervention for differentiation	Bannerman, Mendy	8/15/2016	Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets	5/30/2017 monthly
G1.B7.S1.A1 A314399	MTSS targeting intervention for differentiation	Bannerman, Mendy	8/15/2016	Student diagnostic results (Open Court, CORE, I-Ready), Intervention Documentation Worksheets	5/30/2017 monthly
G1.B8.S1.MA1 M325222	Organized grade group and school based leadership team meetings	Pender, Laurence	8/15/2016	Leadership team will monitor implementation of the grade group and leadership team meetings.	5/30/2017 one-time
G1.B8.S1.MA1 M325223	Organized grade group and school based leadership team meetings	Pender, Laurence	8/15/2016	Calendar of meetings, grade group planning logs, SBLT collaboration logs	5/30/2017 weekly
G1.B8.S1.A1 A314400	Organized grade group and school based leadership team meetings	Lawrence, Casey	8/15/2016	Calendar of meetings, grade group planning logs, SBLT collaboration logs	5/30/2017 weekly
G1.B10.S1.MA1 M325224	Professional Learning Community	Lawrence, Casey	8/15/2016	Faculty sign in sheets, PAEC follow up activity	5/30/2017 quarterly
G1.B10.S1.MA1 M325225	Professional Learning Community	Lawrence, Casey	8/15/2016	Faculty sign in sheets, PAEC follow up activity	5/30/2017 quarterly
G1.B10.S1.A1 A314401	Observe model teachers / Get support from district staff and curriculum specialists	Pender, Laurence	8/15/2016	Document visits on calendar	5/30/2017 quarterly
G1.B10.S1.A2 A314402	Professional Learning Community	Lawrence, Casey	8/15/2016	Faculty sign in sheets, PAEC follow up activity	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. If a standards-based approach for academically demanding instruction is 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 standards-based instruction and creates a plan for implementation.

PD Opportunity 1

Professional Learning Community

Facilitator

Laurence Pender

Participants

Classroom teachers

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

VI. Technical Assistance Items

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

G1. If a standards-based approach for academically demanding instruction is supported and implemented at Graceville Elementary School then student outcomes for success will be seen in all areas.

G1.B7 Targeting interventions (Knowing exactly what each student needs/standards; use I-Ready to track)

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

TA Opportunity 1

MTSS targeting intervention for differentiation

Facilitator

Edna Reed; Sheryl Brock; Sheresa Howell

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/30/2017

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

G1.B10.S1 Professional Learning Community in which the faculty defines standards-based instruction and creates a plan for implementation.

TA Opportunity 1

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

Facilitator

Carolyn Pilcher, Sheryl Brock, Sheresa Howell, Pat Suggs, Linda Walker, FDOE Regional Teams

Participants

Classroom teachers

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

VII. Budget

1	G1.B10.S1.A1	Observe model teachers / Get support from district staff and curriculum specialists	\$0.00
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Jackson - 0301 - Graceville Elementary School - 2016-17 SIP
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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	2016-17
			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
			<i>Notes: Supplemental Instruction Materials (Scholastic Magazines: K-3 and 5th grades and Studies Weekly:4th grade)</i>			
4	G1.B8.S1.A1	Organized grade group and school based leadership team meetings				\$0.00
					Total:	\$37,628.00