

Jackson County School Board

Graceville School



2016-17 Schoolwide Improvement Plan

Graceville School

5539 BROWN ST, Graceville, FL 32440

<http://ghs.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)
Combination School PK-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 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.

Small Town ... Big Thinkers!!!

b. Provide the school's vision statement.

Administrators are building a Safe Haven.
Faculty/Staff are building Expectations.
Students are building Imaginations.
Community Members are building Endless Opportunities.
Parents are building Tomorrow's Leaders.
We are Graceville High School

2. School Environment

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

There is an open line of communication between the school and it's students. Teachers openly talk to students about their cultures and try to plan lessons (when applicable) to teach the content. Some teachers explored the community to find out where their students live and the conditions in which they live in.

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

Our small sized school allows for our faculty and staff to get to know students easier. Teachers make an effort to know each student by name. Students have seen in past experiences teachers properly executing real lock-downs and this gives assurance to them that they will be taken care of. Teachers work with tutoring students before and after school. The faculty and staff are always attending events that students are involved in. Students comment on how they appreciate their teachers coming to watch them play, perform, etc.

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.

Students are expected to obey and to show respect for all faculty and staff members and to assume responsibility for getting along with fellow students.

Classroom Procedures for Handling Discipline

This year GHS has added/implemented a Teacher Referral Form that is designed to help with minor offense. It states that the teacher will use one on one conference with the student and then after that if the issue continues to occur the teacher will contact and document contact attempt and conference with parent. On a third repeat of same minor offense, the student will be referred to the office for further review and discipline as needed.

The classroom teacher may use any of the following interventions:

Verbal Warning, One on one conference with student, phone call to parent, Office Referral

Teacher Strategies, Detention

Moving the student's seat, environmental adjustments, Parent/teacher conference

Giving classroom time-out , proximity control

Giving a written assignment, Referring the student to guidance

Any other individual teacher strategy

Administrative Procedures for Handling Discipline Referrals

Administrator will attempt to make contact with parent/guardian by phone.

Student will be given a carbon copy of discipline report to take to parents/guardian.

Administrator will determine punishment for infraction. The nature of the circumstances will dictate the severity of the disciplinary action.

Disciplinary Action may include: Conference, Loss of Privileges, Written Assignment, Corporal Punishment, Short Term Alternative Placement, Out of School Suspension, Expulsion, Alternative Placement, Bus Suspension, Bus Expulsion.

Additional days of OSS or Short Term Alternative Placement may be added on for repeat violations. Additional criminal charges may be brought against students if any laws are broken. Students with repeated disciplinary issues will be referred to a RTI (Response to Intervention) committee to develop goals and strategies to improve their behavior. Students who fail to respond to interventions could result in heavier disciplinary actions that could include OSS and/or alternative school placement. Administrator will make every effort to contact parents/guardians verbally if students are assigned to OSS. If such contact is not made parent/guardian will receive contact by mail if a student is given OSS.

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.

Instead have having teachers aids this year, we have place older students with younger and/or struggling students to mentor them. All administrators and teachers have an open door policy for students to come discuss any problems or concerns they may have. We have a school psychologist available for those students who need them.

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.

Student attendance below 90%: 15 high school & 9 middle school

One or more suspensions: 1 high school & 0 middle school

Course failure: 4 middle school students failed a Math or Language Arts and 13 high school failed a Math or Language Arts

Level 1 students: 57 middle school students and 60 high school students for a total of 117

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	0	0	0	0	0	0	2	4	3	1	4	5	5	24	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	3	1	3	4	5	17	
Level 1 on statewide assessment	0	0	0	0	0	0	11	24	22	12	16	19	13	117	

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	0	0	2	3	2	3	4	4	18	

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

GHS has a data room where a list of at risk students is located. All faculty and staff pay close attention to those at risk students. After 3 days of attendance issues, a letter is sent home to parents. Also, parents are notified at least two times in a nine week grading period when their child is failing. All level one students have been placed in their appropriate remediation class.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309349>.

2. Description

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

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.

Community business and community members are invited and encouraged to participate in school functions and activities. They are also invited to serve on committees and asked for input and ideas as to the welfare and betterment of the school and its 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
Wheatley, Richard	Teacher, K-12
Miller, Amy	Teacher, K-12
Burdeshaw, Julie	Principal
Bloomer, Amanda	Teacher, K-12
McDaniel, Teresa	Teacher, K-12
Britt, Amity	Teacher, K-12
Clark, JaJuan	Assistant Principal

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 sure 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 mtg 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 teams, 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

We are a Title 1 school.

Title 2 provides professional development (ex: Linda Walker)

SAI-Project 9508 supplements student achievement across math and science

Violence prevention-SRO's

Nutrition Programs- Free and reduced lunches

Job Training - Career Fairs

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Richard Wheatley	Teacher
Leroy Barkley	Education Support Employee
Teresa Willis	Teacher
Shaletha Harvey	Parent
Mark Pinkard	Parent
Julie Burdeshaw	Principal
Lee Ann Ennis	Parent
Brianna Henderson	Student
Ziah White	Student
Zoi White	Parent
Shan Krystal Snowden	Business/Community
Shanika Martin	Parent
Nina Haddock	Parent
Mary Adams	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

During our first SAC's meeting last year, we openly discussed the SIP and talking about ways to keep improving our school. Suggestions were taken from the SAC's committee and were taken if applicable to a particular need.

b. Development of this school improvement plan

The Employees of the school, parents, community members, and businesses in the community will meet and discuss, review, revise, improve, and approve the 2016-2017 SIP. Input was obtained from all members of the SAC in developing this plan.

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

N/A

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

N/A

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
Cox, Judy	Teacher, K-12
Miller, Amy	Teacher, K-12
Clark, JaJuan	Assistant Principal

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

The major initiative of the LLT this year is to continue to expose students to informational text and close reads and to increase AP reading material, both in reading classes and other content area classes. Accelerated reader will be used to encourage personal reading.

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.

Teachers currently work together on an individual bases within their content areas and across content areas. We include a common planning time one afternoon a week where teachers can meet as an entire faculty, grade levels, content areas, etc. This allows for vertical and horizontal planning in and across content areas more effectively. Missy Rogers is a consultant with our district and works with the math department in our school.

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

1. Jackson County new teacher program.
2. Teacher referrals.
3. Mentor/mentee programs.
4. Onsite professional development programs.
5. Working with Chipola College to recruit newly graduated teachers.
6. We wish to retain teachers by reimbursing for college classes, reading endorsement, tutoring for subject area exams, providing professional development at the local, state, and federal level, etc.

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. We currently have 3 beginning teachers for the 2016-17 school year.

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.

We will be using FLDOE standards to make sure the standards are being taught and lessons that are aligned with those standards are there to use. The county and teachers are developing pacing guides to ensure schools are teaching the standards. Teachers also have to turn in lessons plans that indicate the standards that are and will be taught.

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.

A list of students is provided in the data room with those students who struggle. Instruction has been modified by placing weaker students with stronger students, more hands on visual learning, incorporating more technology, and getting away from lessons being taught straight from a text book. Kagan Strategies are also being used this year. The use of textbooks is still utilized when applicable.

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: Extended School Day

Minutes added to school year: 1,000

GHS has intensive math and reading classes to provide students extended time learning where needed as well as Advanced Placement classes that challenges students.

Strategy Rationale

This strategy is to provide additional opportunities for students to focus on needed skill acquisition.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burdeshaw, Julie, julie.burdeshaw@jcsb.org

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

Content area teachers are collecting the data from the intensive periods and analyzing student performance. Intensive classroom teachers collaborate with the content area teachers and analyze the progress made within the intensive periods.

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.

We have an orientation for incoming 6th graders to inform them of the expectations we have for them and to give them a tour around the school so that the first day won't be a shock when they arrive. We have a middle/high combination school so the 8th graders are already acclimatized as they enter the 9th grade. However, we do require the 8th grade students to take a career class to explore careers in their field of interest.

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.

Every other year we have a college and career fair at GHS.
Seniors attend regional career fairs and shadow possible career choices.
Military recruiters and college admissions personnel come to GHS to speak to our students

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

Agriculture classes help students connect the relationship between science and mathematics. This allows our STEM students the opportunity to get the needed hands on experience.

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

Students are afforded access to ACT prep, PERT Math, and PERT English classes. Students are also afforded the opportunity to become certified in Microsoft Office products such as "Word", etc.

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.

Students access to ACT prep, PERT Math, and PERT English classes as well as certifications in Microsoft Office products.

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.

Attendance is a major focus.

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.

Last year we had 12% of our school miss over 10% of school days. Students are failing to see the importance of attendance.



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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Improve student attendance
- G2.** improve student achievement in reading
- G3.** Increase math percentage proficiency
- G4.** improve student achievement on Biology EOC and FSA science.

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. Improve student attendance 1a

 G086717

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Lack of motivation and importance to students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus and Data Room stats

Plan to Monitor Progress Toward G1. 8

Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.

Person Responsible


Julie Burdeshaw

Schedule

Evidence of Completion

FOCUS attendance data

G2. improve student achievement in reading 1a

 G086718

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- students not reading complex texts outside the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- computers, intensive reading classes, close reading, attendance policy, Weekly TIGER Time period

Plan to Monitor Progress Toward G2. 8

GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly. Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person Responsible


Julie Burdeshaw

Schedule

Evidence of Completion

summative assessments, Tiger Time Schedule

G3. Increase math percentage proficiency 1a

 G086719

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Targeted Barriers to Achieving the Goal 3

- understanding terminology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Level 1 & 2 students in Middle School in Intensive math classes, Buckle Down, Alg 1 nation, peer tutoring, after school math tutoring, and Think Through Math

Plan to Monitor Progress Toward G3. 8

1. cross curriculum projects
2. academic vocabulary
3. all level 1 & 2 middle school in intensive math classes

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

summative assessment, all level 1& 2 middle school schedules

G4. improve student achievement on Biology EOC and FSA science. 1a

G086720

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- terminology & organization

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. cross curriculum projects 2. academic vocabulary

Plan to Monitor Progress Toward G4. 8

- 1. cross curriculum projects
- 2. academic vocabulary
- 3. attendance policy grading followed

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

summative assessments

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. Improve student attendance **1**

 **G086717**

G1.B1 Lack of motivation and importance to students **2**

 **B230518**

G1.B1.S1 The unexcused absence grading policy will be enforced. We have put in place a reward system for those with perfect attendance for each 9 weeks. **4**

 **S243197**

Strategy Rationale

Action Step 1 **5**

Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

FOCUS attendance data showing students not missing school

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues. Truancy letters will be mailed out for those missing 3 or more days.

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

Students not missing school.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.

Person Responsible


Julie Burdeshaw

Schedule

Evidence of Completion

FOCUS attendance data


G2. improve student achievement in reading 1

 G086718

G2.B1 students not reading complex texts outside the classroom 2

 B230519

G2.B1.S1 1. Teachers incorporating more close readings and more complex texts 4

 S243198

Strategy Rationale

Action Step 1 5

GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly. Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person Responsible

Amy Miller

Schedule

Evidence of Completion

attendance sheets, reports printed off computer programs, student learning plans, TIGER Time schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly. Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

classroom walk throughs, TIGER Time Schedule weekly

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person Responsible


Julie Burdeshaw

Schedule

Evidence of Completion

Updating SAC, data team meetings

G3. Increase math percentage proficiency 1

 G086719

G3.B1 understanding terminology 2

 B230520

G3.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. all level 1 & 2 middle school in intensive math classes 4

 S243199

Strategy Rationale

Action Step 1 5

1. cross curriculum projects
2. academic vocabulary
3. all level 1 & 2 middle school in intensive math classes

Person Responsible

Teresa McDaniel

Schedule

Evidence of Completion

reports printed off computer programs and grades from FOCUS

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

1. cross curriculum projects
2. academic vocabulary
3. all level 1 & 2 middle school in intensive math classes

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

classroom walk throughs, level 1 & 2 middle school schedule

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

1. cross curriculum projects
2. academic vocabulary
- 3 .intensive math classes

Person Responsible


Julie Burdeshaw

Schedule

Evidence of Completion

Updating SAC, data team meetings

G4. improve student achievement on Biology EOC and FSA science. 1

 G086720

G4.B1 terminology & organization 2

 B230521

G4.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. attendance grading policy followed 4

 S243200

Strategy Rationale

Action Step 1 5

1. cross curriculum projects
2. academic vocabulary
3. attendance grading policy followed

Person Responsible

Amanda Bloomer

Schedule

Evidence of Completion

attendance, reports printed off computer program

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

1. cross curriculum projects
2. academic vocabulary
3. attendance grading policy followed

Person Responsible

Julie Burdeshaw

Schedule

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

1. cross curriculum projects
2. academic vocabulary
3. attendance grading policy followed

Person Responsible

Amy Miller

Schedule

Evidence of Completion

Updating SAC and data team meetings

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 M325704	Teachers report target students who have been identified as one who missed frequently and those who...	Burdeshaw, Julie	No Start Date	FOCUS attendance data	No End Date one-time
G2.MA1 M325707	GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly....	Burdeshaw, Julie	No Start Date	summative assessments, Tiger Time Schedule	No End Date one-time
G3.MA1 M325710	1. cross curriculum projects 2. academic vocabulary 3. all level 1 & 2 middle school in intensive...	Burdeshaw, Julie	No Start Date	summative assessment, all level 1& 2 middle school schedules	No End Date one-time
G4.MA1 M325713	1. cross curriculum projects 2. academic vocabulary 3. attendance policy grading followed	Burdeshaw, Julie	No Start Date	summative assessments	No End Date one-time
G1.B1.S1.MA1 M325702	Teachers report target students who have been identified as one who missed frequently and those who...	Burdeshaw, Julie	No Start Date	FOCUS attendance data	No End Date one-time
G1.B1.S1.MA1 M325703	Teachers report target students who have been identified as one who missed frequently and those who...	Burdeshaw, Julie	No Start Date	Students not missing school.	No End Date one-time
G1.B1.S1.A1 A314620	Teachers report target students who have been identified as one who missed frequently and those who...	Burdeshaw, Julie	No Start Date	FOCUS attendance data showing students not missing school	No End Date every-3-weeks
G2.B1.S1.MA1 M325705	Teachers incorporating more close reads and more complex texts. Bring computer carts into the...	Burdeshaw, Julie	No Start Date	Updating SAC, data team meetings	No End Date one-time
G2.B1.S1.MA1 M325706	GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly....	Burdeshaw, Julie	No Start Date	classroom walk throughs, TIGER Time Schedule weekly	No End Date one-time
G2.B1.S1.A1 A314621	GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly....	Miller, Amy	No Start Date	attendance sheets, reports printed off computer programs, student learning plans, TIGER Time schedule	No End Date weekly
G3.B1.S1.MA1 M325708	1. cross curriculum projects 2. academic vocabulary 3. intensive math classes	Burdeshaw, Julie	No Start Date	Updating SAC, data team meetings	No End Date one-time
G3.B1.S1.MA1 M325709	1. cross curriculum projects 2. academic vocabulary 3. all level 1 & 2 middle school in intensive...	Burdeshaw, Julie	No Start Date	classroom walk throughs, level 1 & 2 middle school schedule	No End Date one-time
G3.B1.S1.A1 A314622	1. cross curriculum projects 2. academic vocabulary 3. all level 1 & 2 middle school in intensive...	McDaniel, Teresa	No Start Date	reports printed off computer programs and grades from FOCUS	No End Date one-time
G4.B1.S1.MA1 M325711	1. cross curriculum projects 2. academic vocabulary 3. attendance grading policy followed	Miller, Amy	No Start Date	Updating SAC and data team meetings	No End Date one-time
G4.B1.S1.MA1 M325712	1. cross curriculum projects 2. academic vocabulary 3. attendance grading policy followed	Burdeshaw, Julie	No Start Date	classroom walk throughs	No End Date one-time
G4.B1.S1.A1 A314623	1. cross curriculum projects 2. academic vocabulary 3. attendance grading policy followed	Bloomer, Amanda	No Start Date	attendance, reports printed off computer program	No End Date one-time

VII. Budget

1	G1.B1.S1.A1	Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.	\$0.00
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2	G2.B1.S1.A1	GHS will incorporate a TIGER Time Schedule (Time In Groups Enjoying Reading) for 25 minutes weekly. Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.	\$0.00
3	G3.B1.S1.A1	1. cross curriculum projects 2. academic vocabulary 3. all level 1 & 2 middle school in intensive math classes	\$0.00
4	G4.B1.S1.A1	1. cross curriculum projects 2. academic vocabulary 3. attendance grading policy followed	\$0.00
Total:			\$0.00