

Jackson County School Board

# Graceville School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>28</b>
<b>Positive Culture &amp; Environment</b>	<b>37</b>
<b>Budget to Support Goals</b>	<b>38</b>

# Graceville School

5539 BROWN ST, Graceville, FL 32440

<http://ghs.jcsb.org>

## Demographics

**Principal: Carlan Martin**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: B (55%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Jackson County School Board on 10/19/2021.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>28</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>38</b>

## Graceville School

5539 BROWN ST, Graceville, FL 32440

<http://ghs.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

### School Board Approval

This plan was approved by the Jackson County School Board on 10/19/2021.

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Small Town ... Big Thinkers!!!

#### **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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Wertemberger, Todd	Teacher, K-12	Technology/ Media Specialist: Assists in device management, updates, and inventory. Collecting, organizing, visually displaying, analyzing and interpreting reading data (Renaissance Learning) to facilitate the successful academic achievement of students and academic growth.
Ellerbee, Haley	School Counselor	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. Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Support facilitator for student interventions, student services, and MTSS support. Testing Coordinator: As the school's testing coordinator, the role is to oversee, train and organization district and state assessments.
Ellerbee, John	Principal	Principal: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Tice, Brian	Assistant Principal	Serves as a member of the administrative team to develop and implement the total school program. Assists the principal in ensuring that the school -based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the schools mission, vision, and goals.
Sutton, Sharese	Teacher, K-12	School based Literacy instructional leader, provides teacher support, and manages data as it relates to student progression. Provides guidance K-12 reading plan, provides professional development and assistance to teachers regarding research based reading strategies, and effective instructional strategies.
Franklin, Cindy	Teacher, Career/ Technical	School based instructional leader, FFA/Beta Club Sponsor



Name	Position Title	Job Duties and Responsibilities
Jones, Kristian	Other	Provides teacher support, and manages data as it relates to student progression. Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides assistance to teachers regarding research based reading strategies, and effective instructional strategies for ELL, provides MTSS support and implementation of Tier 1, 2 and 3 intervention. Support facilitator for student interventions and student services. (organizes meetings, and supports teachers through the MTSS processes), sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered. Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides guidance as needed. School Improvement Chair – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives.
	School Counselor	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. Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Support facilitator for student interventions and student services. MTSS support.

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Carlan Martin

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

482

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

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

6

## Demographic Data

### Early Warning Systems

#### 2021-22

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

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/16/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	47	36	35	40	35	28	43	33	38	41	26	33	43	478	
Attendance below 90 percent	2	2	0	0	0	2	1	0	1	5	2	1	4	20	
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	6	2	10	7	5	7	9	51	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	16	6	12	10	4	0	0	52	

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

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

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	9	12	7	10	13	12	12	10	14	11	7	14	12	143	
Students retained two or more times	0	0	0	1	2	3	4	2	5	1	0	6	4	28	

**2020-21 - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	47	36	35	40	35	28	43	33	38	41	26	33	43	478	
Attendance below 90 percent	2	2	0	0	0	2	1	0	1	5	2	1	4	20	
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	6	2	10	7	5	7	9	51	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	16	6	12	10	4	0	0	52	

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	12	7	10	13	12	12	10	14	11	7	14	12	143
Students retained two or more times	0	0	0	1	2	3	4	2	5	1	0	6	4	28

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	58%	61%	44%	54%	60%
ELA Learning Gains				42%	54%	59%	47%	53%	57%
ELA Lowest 25th Percentile				23%	47%	54%	47%	47%	52%
Math Achievement				38%	55%	62%	47%	55%	61%
Math Learning Gains				47%	52%	59%	52%	52%	58%
Math Lowest 25th Percentile				43%	46%	52%	54%	50%	52%
Science Achievement				44%	44%	56%	40%	47%	57%
Social Studies Achievement				73%	69%	78%	69%	61%	77%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	39%	55%	-16%	54%	-15%
Cohort Comparison		0%				
07	2021					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-39%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	57%	-19%	56%	-18%
Cohort Comparison		-54%				
09	2021					
	2019	50%	59%	-9%	55%	-5%
Cohort Comparison		-38%				
10	2021					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	39%	56%	-17%	55%	-16%
Cohort Comparison		0%				
07	2021					
	2019	49%	55%	-6%	54%	-5%
Cohort Comparison		-39%				
08	2021					
	2019	22%	30%	-8%	46%	-24%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	6%	28%	-22%	48%	-42%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	54%	61%	-7%	67%	-13%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	85%	71%	14%	71%	14%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	68%	65%	3%	70%	-2%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	48%	50%	-2%	61%	-13%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	29%	44%	-15%	57%	-28%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

i-Ready: Reading and Math grades K-5 diagnostic given 3 times per year

Star Reading grades K-12 given 3 times per year

LexiaCore 5: Reading grades k-5

Lexia PowerUp Reading grades 6-12

HMH

Wonders

Open Court

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	28	23	23	24	17	40				
BLK	34	26	12	24	32	38	15	40			
HSP	44			39							
MUL	64	56		40	44						
WHT	50	41	40	57	47	40	71	69		94	50

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	38	33	16	33	37	33	33	54		95	50
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	40	18	20	46			40			
BLK	33	33	19	30	41	38	26	67		89	42
HSP	70										
MUL	44	47		47	46						
WHT	57	51	27	45	54	55	63	78	73	67	63
FRL	44	43	23	35	44	41	41	72	79	78	53
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	32	27	29	43						
BLK	32	43	52	43	48	57	21	66		75	33
MUL	47	59		58	50						
WHT	51	46	33	48	56	43	54	77	75	87	65
FRL	40	47	46	46	49	48	30	66	63	76	32

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	



English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

The data components for ELA Learning gains of the Lowest 25th Percentile increased by 1% from 23% in 2019, to 24% in 2021 (compared to the State ELA Learning gains of the lowest 25th percentile being 54%, in 2021) . The data components for Math Learning gains of the Lowest 25th Percentile decreased by 4% from 43% in 2019, to 39% in 2021 (compared to the State Math Learning gains of the lowest 25th percentile being 52%, in 2021).

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The FSA ELA achievement in grades 3-12 decreased in 2021 schoolwide. Specifically the performance of Grade 3= 47% level 3 or above, Grade 4= 44% level 3 or above, Grade 5= 38% level 3 or above.

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

In ELA, the contributing factors are lack of phonics instruction, lack of academic vocabulary, lack of comprehension strategies, loss of instructional time due to COVID-19, and not all teachers were Reading Endorsed.

The school will address the needs of the students in the area of phonics instruction, academic vocabulary, and comprehension strategies.

Specific Intensive Interventions Reading: (All intensive Reading Teachers are Endorsed/ Certified in Reading)

- Increased Frequency, Duration, and Monitoring of Interventions
- Wonder Works – Direct instruction with computer support (K-5)
- Wonders Direct Instruction for intervention (K-2 & 3-5 Wonders Intervention Guides)
- Open Court Direct Instruction for intervention (K-3)
- 6 – 12: Intensive Reading with approved materials

Progress Monitoring Tools

- \* I-Ready
- \*STAR
- Wonders
- Open Court
- Oral Reading Fluency for decoding issues
- Letter/sound fluency for beginning reading/decoding

- Cold Reads
- \*• Maintain data on Ongoing Progress Monitoring Documentation Chart and Fidelity Tool

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math Achievement in 2019/2021 was at 38% it did not increase/decrease despite the loss of instructional time due to COVID-19. College and Career Acceleration increased by 1% and Graduation Rate by 14% both increased in the 2019-2020 (lagging data)

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

The school implemented academic vocabulary in all subject areas and established a Literacy Leadership Team. .

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

In an effort to accelerate learning, the school will address the needs of the students by implementing strategies in the area of phonics instruction, academic vocabulary, and comprehension strategies.

\*implementation of Lexia K-12, STAR K-12, and I-Ready online ( Reading K-5 tools for instruction and I Ready Teacher toolbox) learning tools to utilize for progress monitoring and support MTSS implementation.

\*K-3 Open Court Reading intervention Guide Resources for phonological awareness, phonics, fluency, vocabulary, and comprehension.

\*HMH- into Reading Florida Intervention Lessons

Wonders Intervention Guide (Grade 3-5)

• FCRR Activities (K-5) and Empowering Students Instructional Routines –to target the identified need and skill based on data

• Wonders Leveled Readers 'Approaching Level' – explicit small-group instruction to target phonics/ fluency

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

The following professional development opportunities will be provided at the school to support teachers and leaders.

\*Providing professional development in reading- On-going services annually. to establish Reading Endorsed Teachers.

\* Provide professional learning to teachers on the use and implementation of online tools (\* I-Ready, Imagine Math, Wonders, Open Court, Lexia K-12, STAR K-12, and I-Ready online resources), reading instruction (On-going), making data driven decisions for instruction, progress monitoring, support and MTSS implementation.

\*Accelerated Reader- Teachers Reading program that monitoring comprehension skills

Provide professional learning to teachers on use of online tools and in reading- On-going

Professional development to increase esol endorsed teachers as well as continue providing professional development in assisting students in learning English as a second language- on-going annually.

Provide professional development on Marzano learning strategies. Principals and Teachers Continue using strategies in the Marzano Teacher Evaluation System to improve teaching and learning- on-

going annually. Utilize professional services to provide professional learning in Marzano learning strategies-annually, as needed.

\* Professional Development on the BEST standards- All Staff will be given professional development in the new standards beginning Fall 2021.

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

To ensure sustainability of improvement in the next year and beyond our school will establish data teams for each component/subject area, in an effort to become data driven and to drive instruction schoolwide.

The purpose of data driven instruction is to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria.

Teachers and Leaders will make changes based on the data analysis of progress monitoring tools.

The data analysis will include trends, areas of weakness/strengths, previous scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research based interventions based on the information obtained from the data analysis.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The data components for ELA Learning gains of the Lowest 25th Percentile increased by 1% from 23% in 2019, to 24% in 2021 (compared to the districts ELA Learning gains of the lowest 25th percentile being 36%, in 2021). We would like our students to be successful in all areas and assisting them reach proficient levels on the ELA assessment is key to this success.

**Measurable Outcome:** Our intended measurable outcome is to increase the ELA Learning Gains of the Lowest 25% from 24% to 40%. While improving overall student proficiency to 60% and overall student learning gains to 50%.

**Monitoring:** The area of focus will be monitored for the desired outcome through the implementation of Lexia K-12, STAR K-12, and I-Ready online ( Reading K-5 tools for instruction and I Ready Teacher toolbox) learning tools to utilize for progress monitoring and support MTSS implementation.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** The evidence based strategy being implemented for this area of focus will be the following technology tools in the instruction program: Lexia K-12, STAR K-12, and I-Ready online.

**Rationale for Evidence-based Strategy:** These programs can be used as a diagnostic tool to identify areas of weakness and create an individualized remediation pathway to improve student performance.

**Action Steps to Implement**

1. Teachers will use I-Ready student data to intentionally plan and differentiate lessons with complex tasks. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed.) School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria. Teachers and Leaders will make changes based on the data analysis of progress monitoring tools. The data analysis will include trends, areas of weakness/strengths, previous scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

2. Teachers will use STAR K-12 student data to intentionally plan and differentiate lessons with complex tasks. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed.) School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria. Teachers and Leaders will make changes based on the data analysis of progress monitoring tools. The data analysis will include trends, areas of weakness/strengths, previous scores/prior knowledge and gaps in

learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

3. Teachers will use LexiaCore5 grades K-5 and LexiaPowerup grades 6-12 student data to intentionally plan and differentiate lessons with complex tasks. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed.) School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria. Teachers and Leaders will make changes based on the data analysis of progress monitoring tools. The data analysis will include trends, areas of weakness/ strengths, previous scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

The use of MTSS/ RTI personnel to establish and implement the response to intervention process/ multi-tiered system of support process, which is a proactive approach which strives to move all students toward grade level expectations through early identification of student needs and delivering early interventions. In an effort to maximize student performance, our school has a Student Support Team (SST) comprised of administrators, teachers and other school staff, which meets regularly to identify students who are in need of additional academic and/or behavioral supports and to develop appropriate intervention plans to target student needs.

**Person Responsible** Kristian Jones (kristian.jones@jcsb.org)

The use of HMH Into Reading in grades K-2 as the Core Curriculum and McGraw Hill Reading Wonders in grades 3-5 as the Core Curriculum. Supplemental Reading Intensive Strategic Intervention and Progress Monitoring Programs: Kindergarten- Reading Mastery-SRA, First and Second grade Early Interventions in Reading-SRA, Third, Fourth, and Fifth grade Corrective Reading -SRA to identify areas of weakness and create an individualized remediation pathway to improve student performance.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	The data components for Math Learning gains of the lowest 25% in 2019, was 43%, which decreased in 2021 to 39%, We would like our students to be successful and assist them reach proficient levels on the FSA Math assessment, Algebra 1 and Geometry End of Course Exams is key to their success.
<b>Measurable Outcome:</b>	Our intended measurable outcome is to increase the Math Learning Gains of the lowest 25% from 39% to 50%. While improving overall student proficiency to 60% and overall school student learning gains to 50%. Middle School acceleration will be 80%.
<b>Monitoring:</b>	The area of focus will be monitored for the desired outcome through the implementation of Imagine Math (ThinkThrough Math grades 6-12) and I-Ready online (Math K-5 tools for instruction and I Ready Teacher toolbox) learning tools to utilize for progress monitoring and support MTSS implementation.)
<b>Person responsible for monitoring outcome:</b>	John Ellerbee (john.ellerbee@jcsb.org)
<b>Evidence-based Strategy:</b>	The evidence based strategy being implemented for this area of focus will be the following technology tools in the instruction program: Imagine Math (Thinkthrough Math), and I-Ready online.
<b>Rationale for Evidence-based Strategy:</b>	These programs can be used as a diagnostic tool to identify areas of weakness and create an individualized remediation pathway to improve student performance.

**Action Steps to Implement**

1. Teachers in grades K-5 will use I-Ready student data to intentionally plan and differentiate lessons with complex tasks. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed.) School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria. Teachers and Leaders will make changes based on the data analysis of progress monitoring tools. The data analysis will include trends, areas of weakness/strengths, previous scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

2. Teachers in grades 6-12 will use Imagine Math student data to intentionally plan and differentiate lessons with complex tasks. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed.) School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Clarifying, sharing, and understanding learning intentions and criteria. Teachers and Leaders will make changes based on the data analysis of progress monitoring tools. The data analysis will include trends, areas of weakness/strengths, previous



scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

3. Use of technology- provide professional development in the integration of technology and use of technology tools in the instructional program through PAEC/ embedded professional learning community.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

The use of MTSS/ RTI personnel to establish and implement the response to intervention process/ multi-tiered system of support process, which is a proactive approach which strives to move all students toward grade level expectations through early identification of student needs and delivering early interventions. In an effort to maximize student performance, our school has a Student Support Team (SST) comprised of administrators, teachers and other school staff, which meets regularly to identify students who are in need of additional academic and/or behavioral supports and to develop appropriate intervention plans to target student needs.

**Person Responsible** Kristian Jones (kristian.jones@jcsb.org)



**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	The data components for Science Achievement was at 44% in 2019, and 35% in 2021. We would like our students to be successful in all areas and assisting them reach proficient levels on the Statewide Science assessments is key to their success.
<b>Measurable Outcome:</b>	Our intended measurable outcome is to increase Science Achievement from 35% to 50%.
<b>Monitoring:</b>	The area of focus will be monitored for the desired outcome through the implementation of progress monitoring assessment utilizing the science curriculum.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	The Progress Monitoring Assessments are created from Fusion Textbook Benchmark Assessment for Middle School and Ready Set Go from Research & Education associations for Biology.
<b>Rationale for Evidence-based Strategy:</b>	Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction and modify instruction accordingly.

**Action Steps to Implement**

1. Teachers will use Student Data to intentionally plan and differentiate lessons with complex tasks.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

2. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

3. Teachers will implement research-based teaching methods and interventions in their classrooms. ( Teachers will also identify struggling students and provide supplemental materials for support as needed. Reading Resource Teachers work with our Science Teachers on resources for word acquisition and vocabulary strategies.)

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

**#4. Instructional Practice specifically relating to Social Studies**

**Area of Focus** Social Studies Achievement. (Civics EOC and US History EOC) went from 73% in 2019 to 58% in 2021.

**Description and Rationale:** We would like our students to be successful and assisting them reach proficient levels on both the Civics and US History End of Course Exams is key to their success.

**Measurable Outcome:** Our intended measurable outcome is to increase Social Studies Achievement from 58% in 2021 to improving overall student proficiency to 65%.

**Monitoring:** This area of focus of will be monitored for the desired outcome through the implementation of Progress Monitoring Assessments utilizing the Social studies curriculum.(- Civic Holt McDougal Textbook Benchmark Assessments and Gateway to US History Textbook Benchmark Assessments)

**Person responsible for monitoring outcome:** John Ellerbee (john.ellerbee@jcsb.org)

**Evidence-based Strategy:** The evidence-based strategy being implemented for this Area of Focus is Progress monitoring, The progress monitoring assessments will be created utilizing the social studies curriculum.

**Rationale for Evidence-based Strategy:** The evidence-based strategy being implemented for this Area of Focus is Progress monitoring. Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction and modify instruction accordingly.

**Action Steps to Implement**

1. Teachers will use Student Data to intentionally plan and differentiate lessons with complex tasks.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

2. Teachers will develop and use formative assessments to monitor student learning and achievement and make changes based on data analysis of progress monitoring tools.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

3. Teachers will implement research-based teaching methods and interventions in their classrooms. (Teachers will also identify struggling students and provide supplemental materials for support as needed. Reading Resource Teachers work with our Social studies Teachers on resources for word acquisition and vocabulary strategies.)

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

**#5. Instructional Practice specifically relating to Career & Technical Education**

**Area of Focus Description and Rationale:** Career and Technical Education (with industry certification) went from 52% in 2019 to 53% in 2021. In an effort for all students to be successful as well as expose our students to the various opportunities that they may take after graduation and guide them in their desired direction for college/ career readiness. The CTE programs promote practical application of academic advancement by providing the bridge to job training and employability skills.

**Measurable Outcome:** Our intended measurable outcome is to increase the Career and Technical Education went from 53% to 65%.

**Monitoring:** The area of focus will be monitored for the desired outcome through the implementation of career cruiser, MyCareerShines, virtualcareersystem, these are customized and comprehensive education and career planning systems, for progress monitoring (based on career interests/educational planning).

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** The evidenced-based strategy being implemented for this area of focus will be the following technology tools in the instructional program Career Cruiser, virtualcareersystem, and MyCareerShines.

**Rationale for Evidence-based Strategy:** These programs can be used as a diagnostic tool to individually identify (assess interests), interest profiler, occupation search, jobs by industry, skills- internships/ apprenticeships, explore careers, and access tools to prepare students for career paths.

**Action Steps to Implement**

1. Guidance Counselor will meet with students about scheduling, conduct a graduation check, and tracking of student achievement data.

**Person Responsible** Haley Ellerbee (haley.ellerbee@jcsb.org)

2. Implement mycareershines, Career Cruiser, and virtualcareersystem.

**Person Responsible** Haley Ellerbee (haley.ellerbee@jcsb.org)

3. Monitor progress of Career cruiser/MyCareershines/virtualcareersystem and provide individual career guidance.

**Person Responsible** John Ellerbee (john.ellerbee@jcsb.org)

4. Offer dual enrollment courses and industry certification courses for students.

**Person Responsible** Haley Ellerbee (haley.ellerbee@jcsb.org)

Continued partnership with Chipola College which offers qualified high school students in the opportunity to enroll in college courses free of charge to earn college credit and credit toward high school graduation by participating in the Dual Enrollment and Early Admission Program. The partnership provides enhanced learning opportunities for qualified students through effective use of college programs and resources.

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

#### #6. Instructional Practice specifically relating to Graduation

**Area of Focus Description and Rationale:** The data component for Graduation Rate, was 80% for 2019 and 94% for 2021. Our goal is to see our students graduate with a standard high school diploma. We are committed to provide all possible assistance to our students to help them be successful on high stakes tests and earning their diploma.

**Measurable Outcome:** Our intended measurable outcome is to increase our graduation rate and improve our graduation rate by 6%, in an effort to achieve 100% of our students graduating in the 2021-2022 school year.

**Monitoring:** The area of focus will be monitored for the desired outcome through the implementation of creating student academic plans.

**Person responsible for monitoring outcome:** Haley Ellerbe (haley.ellerbee@jcsb.org)

**Evidence-based Strategy:** Studies show that individualizing the student's academic plan greatly impacts his/her ability to succeed academically in reaching graduation.

**Rationale for Evidence-based Strategy:** The individualized student's academic plan informs students and parents what is needed for graduation and assists with creating a plan for students to follow to earn all required credits and the required GPA, and the required test scores.

#### Action Steps to Implement

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

Offer dual enrollment courses and industry certification courses for students.

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

Offer Summer recovery to increase GPA

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

SAT-Day: Administered to seniors that have not passed the FSA ELA and/or Algebra 1 EOC.  
PSAT – Administered to all 10th grade students and 11th grade students that have not passed the Algebra 1 EOC, to give students an additional opportunity to earn concordant scores.

**Person Responsible** Haley Ellerbe (haley.ellerbee@jcsb.org)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When comparing the data of Graceville High School against the data from the state of Florida, Graceville High School reports 5.7 incidences per 100 students. This is considered a very high ranked number 438 out of 505 based on our school population. The skewing of these numbers is due to the low population of Graceville High School which is only 265 students in 2019 and 2020. Tobacco possession and fighting with the two primary areas of concern. There were six incidents recorded as fighting, which is truly only three incidents involving six students. There were nine incidents involving tobacco, one of which involved two students violating at the same time and another which was a repeat offender student.**

**New administration is focusing on school culture and environment.**

**As a school, the focus will be to increase parental involvement, community involvement, and enforcing basic discipline rules throughout the school on a consistent and fair basis. Incidents will be monitored through our FOCUS software system to track the progress of students under the new disciplinary guidelines. This data will be used to shape consequential systems in order to ensure student compliance and decrease the number of incidents going forward.**

### Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Graceville School strives to provide ideal opportunities for parental involvement. Open house is an excellent opportunity for both parents and teachers to become familiar with one another and build key initial relationships.

Parent surveys are offered to give parents a voice on how they feel about the school and comments to improving.

FOCUS is the online gradebook and attendance tool that is available for both students and parents to monitor student progress.

Progress reports are generated and distributed to the students twice per grading period and nine-week report cards are given to each student.

Student handbooks and District parent guide and calendars are given to students at the beginning of the school year.

There is a Graceville School Facebook page to keep students, parents and the community up to date on school activities.

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

Parents of athletes and band members are encouraged to join these respectful booster clubs.

Parents of students with IEP's are contacted and met with periodically.

Parents are encouraged to become involved by attending School Advisory Council meetings throughout the school year.

Teachers use various communication methods to keep parents informed of class announcements including the school and district websites.

Teachers use email and phone calls to contact parents as needed.

Teachers attend parent conferences as needed.

Teachers share their email and telephone extensions and what is expected on their class syllabus/ newsletters.

PTO and SACs meetings conducted.

Chipola College and Baptist College of Florida provide student interns and potential teachers in our classrooms.

School Board Members

Volunteers oral reading fluency checks in classroom, concession stands and other school activities

Churches and area business provide meals to faculty and staff during planning and inservice days.

PTO provides staff shirts and materials/supplies to teachers for their classrooms.

## **Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
Total:			\$0.00