Graceville School

2022-23 Schoolwide Improvement Plan

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Graceville School

5539 BROWN ST, Graceville, FL 32440

http://ghs.jcsb.org

Demographics

Principal: Carlan Martin   Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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 School

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Dryden, Debbie	School Counselor	Content Specialist 6th-12th – 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.
Parrish, Melody	School Counselor	Content Specialist K - 5th – 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.
McDaniel, Teresa	Teacher, K-12	High School Math, STEM Teacher, Senior Class Sponsor School Improvement Chair – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives.
Franklin, Cindy	Teacher, Career/Technical	School based instructional leader, FFA Sponsor
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.
Martin, Carlan	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.
Wilson, Kayla	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

Name	Position Title	Job Duties and Responsibilities
		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 school's mission, vision, and goals.
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 interventions. 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.

Demographic Information

Principal start date

Thursday 7/1/2021, Carlan Martin

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

1

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

10

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

467

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

10

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

9

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	41	37	36	25	41	36	31	52	28	34	35	14	447
Attendance below 90 percent	3	5	7	7	4	6	4	4	4	8	11	6	5	74
One or more suspensions	0	0	0	0	0	4	2	1	0	0	0	0	0	7
Course failure in ELA	0	2	1	0	1	2	2	0	12	4	9	7	0	40
Course failure in Math	0	0	0	0	0	0	1	0	0	0	1	1	1	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	3	11	9	9	13	6	17	8	2	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	9	8	10	21	10	14	8	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	2	4	3	4	11	8	10	7	2	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	2	2	0	0	0	0	1	1	2	0	0	15
Students retained two or more times	0	1	1	2	0	2	2	3	5	4	5	0	0	25

Date this data was collected or last updated

Friday 9/9/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	50%	55%				45%	58%	61%
ELA Learning Gains	44%						42%	54%	59%
ELA Lowest 25th Percentile	33%						23%	47%	54%
Math Achievement	35%	36%	42%				38%	55%	62%
Math Learning Gains	49%						47%	52%	59%
Math Lowest 25th Percentile	43%						43%	46%	52%
Science Achievement	21%	48%	54%				44%	44%	56%
Social Studies Achievement	67%	50%	59%				73%	69%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	39%	55%	-16%	54%	-15%
Cohort Comparison		0%				
07	2022					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-39%				
08	2022					
	2019	38%	57%	-19%	56%	-18%
Cohort Comparison		-54%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	39%	56%	-17%	55%	-16%
Cohort Comparison		0%				
07	2022					
	2019	49%	55%	-6%	54%	-5%
Cohort Comparison		-39%				
08	2022					
	2019	22%	30%	-8%	46%	-24%
Cohort Comparison		-49%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	6%	28%	-22%	48%	-42%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	61%	-7%	67%	-13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	71%	14%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	65%	3%	70%	-2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	50%	-2%	61%	-13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	44%	-15%	57%	-28%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	24	21	9	19	40	38	33	43			

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
BLK	37	39	35	23	46	39	8	56		95	50
HSP	35	50		37	53						
MUL	29	50		33	50						
WHT	56	48	13	49	51	46	36	72		75	67
FRL	38	41	29	33	50	41	15	66			

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
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
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	553
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The data component for ELA Learning gains of the Lowest 25th Percentile increased by 9% from 24% in 2021, to 33% in 2022. The data component for Math Learning gains of the Lowest 25th Percentile increased by 4% from 39% in 2021, to 43% in 2022. The data component for Science Achievement decreased by 14% from 35% in 2021, to 21% in 2022. There were two subgroups that fell below the 41% Federal Index: Students with Disabilities 28% and Economically Disadvantaged Students 39%.

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

Students with Disabilities in grades 3-12 ELA Low 25% Learning Gains decreased in 2022 schoolwide from 23% to 9%.

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.

Literacy Team that consists of 6th -12th grade teachers (History, Science, Math, Vocational, and English) one representative from each subject area will focus for this school year on consistent strategies to help students comprehend academic vocabulary across subject areas.

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 2022 state assessments, showed the most improvement?

Math Learning Gains in 2021 was at 38% it increased to 49% in 2022. College and Career Acceleration increased by 17% in the 2020-2021 (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 will continue to use the strategies in the Marzano Teacher Evaluation System to improve teaching and learning- on-going annually. Marzano Mentor will assist teachers with Growth Plans and provide assistance in 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.

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 data teams will be created 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.
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.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data component for Math Achievement decreased by 3% from 38% in 2021, to 35% in 2022. 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended measurable outcome is to increase the Math Achievement from 38% to 50%. While improving overall student proficiency to 60% and overall school student learning gains to 50%. Middle School acceleration will be 80%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored for the desired outcome through the implementation of Imagine Math 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.)
Person responsible for monitoring outcome:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus will be the following technology tools in the instruction program: Imagine Math and I-Ready online.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers in grades K-5 will use I-Ready and 6-12 will use Imagine Math to use data to intentionally plan and differentiate lessons with complex tasks. Performance Coach books are used as supplemental
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.
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	Carlan Martin (carlan.martin@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 or 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)

Support for Students with Disabilities will be as follows:
1. Identify at-risk students and provide early intervention (academically, organizationally and behaviorally) to increase student success.
2. Provide free tutoring to these students before and after school.
3. Teachers will monitor these students based on the progress monitoring data, and i-Ready diagnostics. Teachers will analyze the learning gaps and areas of weakness.
4. PD will focus on how to support SWD and differentiate instruction.
5. Provide alternative settings for students to obtain additional academic support in accordance with their Individual Education Plan.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Support for Economically Disadvantaged students will be as follows:
1. Identify students who are economically-disadvantaged.
2. Provide free tutoring to these students before and after school.
2. Teachers will monitor these students based on the progress monitoring data, i-Ready diagnostics, classroom grades, and attendance. Teachers will analyze the learning gaps and areas of weakness.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science Achievement was 35% in 2021, and 21% in 2022. 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended measurable outcome is to increase Science Achievement from 21% to 40%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored for the desired outcome through the implementation of progress monitoring assessment utilizing the science curriculum.
Person responsible for monitoring outcome:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Progress Monitoring Assessments are created from Fusion Textbook Benchmark Assessment for Middle School and Ready Set Go from Research & Education associations for Biology.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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

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

1. Teachers will use Student Data to intentionally plan and differentiate lessons with complex tasks.
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.
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	Carlan Martin (carlan.martin@jcsb.org)

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data component for Graduation Rate, was 87% for 2022. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended measurable outcome is to increase our graduation rate and improve our graduation rate by 13%, in an effort to achieve 100% of our students graduating in the 2021-2022 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored for the desired outcome through the implementation of creating student academic plans.
Person responsible for monitoring outcome:	Debbie Dryden (debbie.dryden@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

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

Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

Offer dual enrollment courses and industry certification courses for students.

Person Responsible	Carlan Martin (carlan.martin@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	Debbie Dryden (debbie.dryden@jcsb.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data components for ELA Learning gains of the Lowest 25th Percentile increased by 9%, from 24% in 2021 to 33% in 2022. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended measurable outcome is to increase the ELA Learning Gains of the Lowest 25% from 33% to 40%. While improving overall student proficiency from 43% to 60% and overall student learning gains from 44% to 60%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support for Students with Disabilities will be as follows:
1. Identify at-risk students and provide early intervention (academically, organizationally and behaviorally) to increase student success.
2. Provide free tutoring to these students before and after school.
3. Teachers will monitor these students based on the progress monitoring data, and i-Ready diagnostics. Teachers will analyze the learning gaps and areas of weakness.
4. PD will focus on how to support SWD and differentiate instruction.
5. Provide alternative settings for students to obtain additional academic support in accordance with their Individual Education Plan.

Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

Support for Economically Disadvantaged students will be as follows:
1. Identify students who are economically-disadvantaged.
2. Provide free tutoring to these students before and after school.
3. Teachers will monitor these students based on the progress monitoring data, i-Ready

diagnostics, classroom grades, and attendance. Teachers will analyze the learning gaps and areas of weakness.

Person Responsible   Carlan Martin (carlan.martin@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   Carlan Martin (carlan.martin@jcsb.org)

Teachers will use I-Ready, STAR K-12, 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. 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. Lexia and Rewards for middle-high intensive reading.

Person Responsible   Carlan Martin (carlan.martin@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 or 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)

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Social Studies Achievement. (Civics EOC and US History EOC) went from 58% in 2021 to 67% in 2022. We would like our students to be successful and assisting them to continue to reach proficient levels on both the Civics and US History End of Course Exams is key to their success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our intended measurable outcome last year was to increase Social Studies Achievement from 58% in 2021 to improving overall student proficiency to 65%, this was achieved with a 67% overall student proficiency. We would like to increase Social Studies Achievement from 67% in 2022 to overall student proficiency of 70% in 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

1. Teachers will use Student Data to intentionally plan and differentiate lessons with complex tasks.
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.
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.)
4. IXL used as supplemental resource by Social studies Teachers.

Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

#6. Positive Culture and Environment specifically relating to College and Career Acceleration/ Middle School Acceleration	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	7th - 12th Grade Career and Technical Education (with AG industry certification) pass rate in 2022 was 50%. 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. There was a pass rate of 70% of the 8th grades students who took the Algebra 1 EOC in Spring 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our intended measurable outcome is to increase the Career and Technical Education Industry Certification pass rate from 50% to 70%. Our intended measurable outcome is to increase the 8th grade students' passing rate on the Algebra 1 EOC from 70% to 90%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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). The AG Teacher will use online practice tests using Quizziz and other resources to progress monitor students understanding in preparation for the AG industry certifications. The Algebra Teacher will use Imagine Math, McGraw Hill ALEKS to identify instructional gaps, and track the progress of student learning and mastery in preparation for the Algebra 1 EOC
Person responsible for monitoring outcome:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidenced-based strategy being implemented for this area of focus will be the following technology tools in the instructional program Career Cruiser, virtualcareersystem, MyCareershines, Imagine Math and ALEKS.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Also, used to identify instructional gaps and track the progress of student learning and mastery.

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

Guidance Counselor will meet with students about scheduling, conduct a graduation check, and tracking of student achievement data, as well as, offer dual enrollment courses and industry certification courses for students. Implement mycareershines, Career Cruiser, and virtualcareersystem.

Person Responsible   Debbie Dryden (debbie.dryden@jcsb.org)

The AG Teacher will create and use online practice tests using Quizziz and other resources to progress monitor middle/high students and prepare for the AG industry certifications.

Person Responsible   Cindy Franklin (cindy.franklin@jcsb.org)

The Algebra Teacher will use Imagine Math, McGraw Hill ALEKS to identify instructional gaps, and track the progress of the 8th grade students in preparation for the Algebra 1 EOC.
The Algebra Teacher will conduct an after school Boot Camp two weeks prior to the Algebra 1 EOC free to provide students additional support in preparation for the Algebra 1 EOC.

Person Responsible   Teresa McDaniel (teresa.mcdaniel@jcsb.org)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Graceville School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.
Person responsible for monitoring outcome:	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

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

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Transition Services- Graceville School helps parents understand practices to provide academic and social support during transition to kindergarten.
For children with an IEP who are transitioning out of Head Start to kindergarten, collaboration with the parents, and the local agency responsible for implementing IDEA to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition.
At the end of the school year PreK students transitioning to Kindergarten participate in a graduation ceremony. Parents attend the graduation ceremony. Parents of students transitioning to Kindergarten meet with the Kindergarten chair teacher to discuss school readiness. This transition meeting with the Kindergarten chair teacher provides information and expectations for students moving to Kindergarten. The parents are given packets with summer activities/sight words and other information to assist parents in the transition. The Kindergarten chair also provides information regarding attendance, academic and behavioral expectations.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

Person Responsible   Carlan Martin (carlan.martin@jcsb.org)

Transition Services- Graceville School 5th grade tour the middle school building to see the classes change and use lockers. 5th grade Graduation ceremony. Parents attend the graduation ceremony. Guidance visits with 8th grade students to distribute and go over FLDOE Academic Advisement Flyer—What Students and Parents Need to Know" and "Graduation Requirements for Florida's Statewide Assessments". Also, college dual enrollment including vocational opportunities in their high school years, is discussed with the 8th grade students. Graceville seniors attend the Chipola College Senior Day and Career Fair, the Regional Career Fair, and tour Florida Panhandle Technical College. Business and career opportunities are readily available to generate interest. Guidance and administration also meet with each senior to discuss and assist in getting the next job and or college paperwork started. There is a senior/parent night to discuss and assist with FASFA, college applications, and scholarships.

Person Responsible   [no one identified]

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the i-Ready end of the year final diagnostic report, 39% of Grade 1 and 33% of Grade 2 were not on track to score Level 3 or above on the 2023 ELA Assessment.

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

58% of Grade 4 students were below Level 3 on the ELA Assessment.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our intended measurable outcome is to increase the percentage of students that are currently in Grades 2 and 3 demonstrate in i-Ready progress monitoring to be on track to score Level 3 or above

Grades 3-5: Measureable Outcome(s)

Our intended measurable outcome is to increase the percentage of students that are currently Grade 5 to demonstrate more than 50% at Level 3 or higher on the ELA Assessment.

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

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:
Select the person responsible for monitoring this outcome.

Martin, Carlan, carlan.martin@jcsb.org

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

- Do the evidence-based practices/programs address the identified need?

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

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
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. 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. Literacy Team will develop consistent strategies to help students comprehend academic vocabulary across subject areas.	Martin, Carlan, carlan.martin@jcsb.org

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

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

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.
The ParentSquare app will be used to communicate with parents.

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

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 in-service days.
PTO provides staff shirts and materials/supplies to teachers for their classrooms.