2013-2014 SCHOOL IMPROVEMENT PLAN

Graceville Elementary School

5331 ALABAMA ST

Graceville, FL 32440

850-263-4402

http://ges.jcsb.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	55%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Graceville Elementary School

Principal
Petey Sims

School Advisory Council chair
Becky Dickson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
James (Petey) Sims	Principal
Becky Dickson	Teacher on Special Assignment
Jennifer Beach	Media / Curriculum Specialist
Jennifer Cumbie	School Counselor

District-Level Information

District
Jackson

Superintendent
Mr. Steve R Benton, Sr

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The GES advisory council is composed of our principal, Mr. Sims, and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by our school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will approve the School Improvement Plan, the Parent Involvement Plan, and vote on how school improvement funds will be spent this school year.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds is for the purchase of student planners / communicators for the 2014-15 school year. Funds would be divided between Parent Involvement (project 3104) in the amount of approximately $700.00 and School Advisory (project 5344) in the amount of approximately $130.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Petey Sims		
Principal	Years as Administrator: 20	Years at Current School: 4
Credentials	Highest Degree – Educational Specialist Degree in Curriculum and Instruction Certifications – Agricultural Education (grades 6-12), School Principal (all levels)	
Performance Record	2012-2013 School Grade B, Reading Mastery 57%, Math Mastery 62%, Writing Mastery 45%, Learning Gains 66% 2011-2012 School Grade A, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 78% Learning Gains 53% 2010-2011 School Grade B, Reading Mastery 78%, Math Mastery 76%, Writing Mastery 65% Learning Gains 69%	

Classroom Teachers

# of classroom teachers
24

 # receiving effective rating or higher
24, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
24, 100%

 # ESOL endorsed

8, 33%

 # reading endorsed

10, 42%

 # with advanced degrees

7, 29%

 # National Board Certified

0, 0%

 # first-year teachers

4, 17%

 # with 1-5 years of experience

7, 29%

 # with 6-14 years of experience

9, 38%

 # with 15 or more years of experience

4, 17%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

• Lesson Plans
• District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
• Review of on-going Progress Monitoring Results
• Walkthroughs
• Analyze/review student performance data in Grade Groups

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: *ThinkLink (reading, math, science) Stanford 10 (reading, math, science), FCAT (reading, math, science, writing- as applicable) *Jackson County Writes, *Office Discipline Referrals
Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS
Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading), iready Math (K-2), Think Through Math (3-12), Office Discipline Referrals
Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program
Minutes added to school year: 45

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Michael Kilts and John Ellerbee

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Beach	Media / Curriculum Specialist
Susan Burgan	5th grade teacher
Patricia Delgado	4th grade teacher
Kacy Miles	3rd grade teacher
Rhonda Kanes	2nd grade teacher
Pamela Williams	2nd grade teacher
Hannah Strickland	1st grade teacher
Stephanie King	Kindergarten teacher
Samantha Seigle	ESE resource teacher
Catherine Clay	Speech/Language Therapist

How the school-based LLT functions

The LLT meets monthly and is led by the Media / Curriculum Specialist, Jennifer Beach.

Major initiatives of the LLT

Through the new district adopted reading program, the LLT is focusing on diagnostic results and providing differentiated instruction to students at all levels. The team will also set guidelines for student goal development and create motivational reward programs throughout the year. The team will offer continued support for teachers throughout implementation of the new reading program.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Early childhood programs take multiple measures to assist children in transition from the PreK program to elementary school. They conduct a spring and fall home visit, parent conferences, parent involvement and education meetings, school orientation, and participation in many school activities. Parents are encouraged to get involved in their child's education and early childhood experience.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	57%	No	69%
American Indian				
Asian				
Black/African American	54%	37%	No	59%
Hispanic				
White	73%	67%	No	75%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	65%	49%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	25%	
Students scoring at or above Achievement Level 4	46	37%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	58	66%	
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	15	45%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	62%	Yes	65%
American Indian				
Asian				
Black/African American	45%	50%	Yes	51%
Hispanic				
White	70%	67%	No	73%
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	60%	58%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	29%	
Students scoring at or above Achievement Level 4	45	33%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	39	29%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	33%	

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		
Participation in STEM-related experiences provided for students	0		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce non-responses to parent inquiries by 50%.	14	12%	6%

Goals Summary

G1. At the end of the 2013-2014 school year, 61% of the lowest scoring 25% of students will make learning gains on the FCAT Reading Test, an increase from 56% for the 2012-2013 school year.

G2. At the end of the 2013-2014 school year, the number of office referrals will be reduced by 50% (from 45 to 22).

G3. At the end of the 2013-2014 school year, 70% of fourth and fifth grade students (71 students) will make learning gains on the FCAT Reading Test.

G4. At the end of the 2013-2014 school year, 66% of third, fourth, and fifth grade students (97 students) will score mastery (at or above Level 3) on the FCAT Reading Test.

Goals Detail

G1. At the end of the 2013-2014 school year, 61% of the lowest scoring 25% of students will make learning gains on the FCAT Reading Test, an increase from 56% for the 2012-2013 school year.

Targets Supported

Resources Available to Support the Goal
- Lexia

Targeted Barriers to Achieving the Goal
- Lack of alternative strategies to meet student needs

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. At the end of the 2013-2014 school year, the number of office referrals will be reduced by 50% (from 45 to 22).

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Positive Behavior Support System (Tiger Paw Rewards), Social skills class (Second Step)

Targeted Barriers to Achieving the Goal
- Teachers will not use the school-wide discipline policy to document several minor infractions and make parent contact before referrring student to office.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. At the end of the 2013-2014 school year, 70% of fourth and fifth grade students (71 students) will make learning gains on the FCAT Reading Test.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Baseline and progress monitoring data is not used to target deficiencies for developing small differentiated groups.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. At the end of the 2013-2014 school year, 66% of third, fourth, and fifth grade students (97 students) will score mastery (at or above Level 3) on the FCAT Reading Test.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- "Bubble students" will not be properly identified and monitored to prevent decreases in individual scores.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. At the end of the 2013-2014 school year, 61% of the lowest scoring 25% of students will make learning gains on the FCAT Reading Test, an increase from 56% for the 2012-2013 school year.

G1.B1 Lack of alternative strategies to meet student needs

G1.B1.S1 Remediation teacher will work with the lowest 25% and progress monitor using Lexia

Action Step 1

Remediation teacher uses Lexia

Person or Persons Responsible

Remediation teacher and Administrator

Target Dates or Schedule

30-60 minutes weekly per student

Evidence of Completion

Remediation teacher and administrator will view Lexia reports to monitor growth.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. At the end of the 2013-2014 school year, the number of office referrals will be reduced by 50% (from 45 to 22).

G2.B1 Teachers will not use the school-wide discipline policy to document several minor infractions and make parent contact before referrring student to office.

G2.B1.S1 Teachers are given infraction sheet and discipline flowchart explaining the process for managing incidents in the classroom.

Action Step 1

Communication of discipline plan with school staff, providing PBS Rewards school wide, and offering a Social Skills Training Class to students

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

On-going

Evidence of Completion

PBS Team meets regularly to discuss implementation of Rewards, Social Skills Class will keep attendance for each session

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. At the end of the 2013-2014 school year, 70% of fourth and fifth grade students (71 students) will make learning gains on the FCAT Reading Test.

G3.B1 Baseline and progress monitoring data is not used to target deficiencies for developing small differentiated groups.

G3.B1.S1 Teachers will use progress monitoring data is to identify student deficiencies to create differentiated small groups that may change throughout the school year as needed.

Action Step 1

Small differentiated groups developed based on needs identified in data

Person or Persons Responsible

Teacher and Administrator

Target Dates or Schedule

Beginning of school year and ongoing

Evidence of Completion

Administration will monitor lesson plans and meet with teachers regularly to see taht student groupings are based on data.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. At the end of the 2013-2014 school year, 66% of third, fourth, and fifth grade students (97 students) will score mastery (at or above Level 3) on the FCAT Reading Test.

G4.B1 "Bubble students" will not be properly identified and monitored to prevent decreases in individual scores.

G4.B1.S1 Teachers and administrators will carefully review baseline and midyear data to identlfy bubble students. These students will be closely observed through progress monitoring and provided differentiated instruction accordingly.

Action Step 1

Review data and progress monitoring

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Beginning of school year and midyear

Evidence of Completion

Progress monitoring data (FAIR, ThinkLink, FCAT FOCUS)

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The federally funded programs used at Graceville Elementary School include Lexia and Newsbank. Lexia is used by our ESE department and remediation teacher to assess and teach specific language and reading skills of struggling readers. Newsbank is used by teachers from each grade level to provide supplemental text from a variety of resources (newspapers, magazines, etc.).

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals