

Graceville High School



2014-15 School Improvement Plan

Graceville High School

5539 BROWN ST, Graceville, FL 32440

<http://ghs.jcsb.org>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

50%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

B

B

School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Small Town ... Big Thinkers!!!

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

Classroom Procedures for Handling Discipline

The classroom teacher may use any of the following interventions:

Verbal Warning Office Referral

Teacher Strategies Detention

Moving the student's seat Parent/teacher conference

Giving classroom time-out Parent contact-written or verbal

Giving a written assignment Teacher/student conference

Referring the student to guidance

Any other individual teacher strategy

Administrative Procedures for Handling Discipline Referrals

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

Administrator will make every effort to contact parents/guardians verbally if students are assigned to OSS. If such contact is not made parent/guardian will receive contact by mail if a student is given OSS.

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

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

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

Additional days of OSS may be added on for repeat violations. Additional criminal charges may be brought against students if any laws are broken. Students with repeated disciplinary issues will be referred to a RTI (Response to Intervention) committee to develop goals and strategies to improve their behavior. Students who fail to respond to interventions could result in heavier disciplinary actions that could include OSS and/or alternative school placement.

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

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

Early Warning Systems

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

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

Student attendance below 90%: 26 high school & 13 middle school

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

Course failure: 10 students failed a math and 2 failed a language art

Level 1 students: 69 students

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	5	5	3	3	6	14	39
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	2	1	0	4	1	0	11
Level 1 on statewide assessment	14	12	14	9	13	7	0	69

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11		
Students exhibiting two or more indicators	2	2	1	4	4	1		14

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents of athletes, band members, and choral members are encouraged to join these booster clubs. Parents of students with AIP's, and IEP's are contacted and meet with. Teachers call and make contact with parents. Progress reports and report cards are sent home to be signed. PTO and SACs meetings. Parent surveys are offered at open house for them to voice how they feel about the school and comments to improving it.

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

Community business and community members are invited and encouraged to participate in school functions and activities. They are also invited to serve on committees and asked for input and ideas as to the welfare and betterment of the school and its students.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Miller, Amy	Teacher, K-12
moore, larry	Principal
burdeshaw, julie	Assistant Principal
bloomer, amanda	Teacher, K-12
mcdaniel, teresa	Teacher, K-12
britt, amity	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
 - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
 - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
 - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
 - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
 - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
 - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
 - Teacher – of the student whose needs are being addressed
 - Parent/Guardian – of the student whose needs are being addressed
 - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level,

classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need

We are not a Title 1 school.

Title 2 provides professional development (ex: Linda Walker)

SAI-Project 9508 supplements student achievement across math and science

Violence prevention-SRO's

Nutrition Programs- Free and reduced lunches

Job Training - Career Fairs

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bryant Hardy	Teacher
Larry Moore	Principal
Leroy Barkley	Parent
Dorothy Padgett	Business/Community
Teresa Willis	Education Support Employee
Amity Britt	Teacher
Emilee Jones	Parent
Willie Olds	Parent
Robin Wakefield	Parent
Herma Ellis	Parent
Linda Ward	Business/Community
Madison McDaniel	Student
Christina Ramirez	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The Employees of the school, parents, community members, and businesses in the community will meet and discuss, review, revise, improve, and approve the 2014-2015 SIP. Input was obtained from all members of the SAC in developing this plan.

Preparation of the school's annual budget and plan

N/A

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
aukema, karen	Teacher, K-12
cox, judy	Teacher, K-12
edge, jeff	Teacher, K-12
ivey, wilson	Other
Miller, Amy	Teacher, K-12
wheatley, richard	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Teachers currently work together on an individual bases within their content areas and across content areas. This year we will be adding a common planning one afternoon a week where teachers can meet as an entire faculty, grade levels, content areas, ect. This will allow for vertical and horizontal planning in and across content areas more effectively. Teachers from different schools in the county also met this past summer to design curriculum maps and pacing guides for Math and Language Arts that are aligned with the standards that are to be taught. Linda Walker is an outside consultant which also works with the math department in our school.

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

1. Jackson County new teacher program.
2. Teacher referrals.

3. Mentor/mentee programs.
4. Onsite professional development programs.
4. Working with Chipola College to recruit newly graduated teacher and PAEC helps advertise job openings.
5. Retain teachers by reimbursing for college classes, reading endorsement, tutoring for subject area exams, providing professional development at the local, state, and federal level, etc.

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. We currently do not have any beginning teachers for the 2014-15 school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,000

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

Strategy Rationale

To provide additional opportunities to work on skills that students are weak in.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

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

Students access to ACT prep, PERT Math, and PERT English classes.

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

Students access to ACT prep, PERT Math, and PERT English classes.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve student attendance 1a

 G054932

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- Focus and Data Room stats

Targeted Barriers to Achieving the Goal 3

- Lack of motivation and importance to students

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

julie burdeshaw

Schedule

Evidence of Completion

FOCUS attendance data

G2. improve student achievement in reading 1a

 G035702

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- computers, intensive reading classes, close reading, attendance policy

Targeted Barriers to Achieving the Goal 3

- students not reading complex texts outside the classroom

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

larry moore

Schedule

Evidence of Completion

summative assessments

G3. Increase math percentage proficiency 1a

 G035703

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- Intensive math classes, Buckle Down, Alg 1 nation, peer tutoring. Think Through Math

Targeted Barriers to Achieving the Goal 3

- understanding terminology

Plan to Monitor Progress Toward G3. 8

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

Person Responsible


larry moore

Schedule

Evidence of Completion

summative assessment

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

 G035705

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	60.0

Resources Available to Support the Goal 2

- 1. cross curriculum projects 2. academic vocabulary

Targeted Barriers to Achieving the Goal 3

- terminology & organization

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

larry moore

Schedule

Evidence of Completion

summative assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Improve student attendance **1**

 **G054932**

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

 **B138369**

G1.B1.S1 We have put in place a reward system for those with perfect attendance for each 9 weeks. **4**

 **S150339**

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

julie burdeshaw

Schedule

Evidence of Completion

FOCUS attendance data showing students not missing school

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

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

Person Responsible

julie burdeshaw

Schedule

Evidence of Completion

Students not missing school.

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

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

Person Responsible


julie burdeshaw

Schedule


Evidence of Completion

FOCUS attendance data

G2. improve student achievement in reading 1

 G035702

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

 B085558

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

 S096237

Strategy Rationale

Action Step 1 5

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

Person Responsible

jeff edge

Schedule

Evidence of Completion

attendance sheets, reports printed off computer programs, student learning plans

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

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

Person Responsible

larry moore

Schedule

Evidence of Completion

classroom walk throughs

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

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

Person Responsible

larry moore

Schedule

Evidence of Completion

Updating SAC, data team meetings


G3. Increase math percentage proficiency 1

 G035703

G3.B1 understanding terminology 2

 B085559

G3.B1.S1 1. cross curriculum projects 2. academic vocabulary 4 .intensive math classes 4

 S096238

Strategy Rationale

Action Step 1 5

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

Person Responsible

teresa mcdaniel

Schedule

Evidence of Completion

reports printed off computer programs and grades from FOCUS

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

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

Person Responsible

larry moore

Schedule

Evidence of Completion

classroom walk throughs

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

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

Person Responsible

larry moore

Schedule


Evidence of Completion

Updating SAC, data team meetings

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

 G035705

G4.B1 terminology & organization 2

 B085561

G4.B1.S1 1. cross curriculum projects 2. academic vocabulary 4

 S096240

Strategy Rationale

Action Step 1 5

1. cross curriculum projects
2. academic vocabulary

Person Responsible

amanda bloomer

Schedule

Evidence of Completion

attendance, reports printed off computer program

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

1. cross curriculum projects
2. academic vocabulary

Person Responsible

larry moore

Schedule

Evidence of Completion

classroom walk throughs

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

1. cross curriculum projects
2. academic vocabulary

Person Responsible

larry moore

Schedule

Evidence of Completion

Updating SAC and data team meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/ or take students to one of the computer labs.	edge, jeff	attendance sheets, reports printed off computer programs, student learning plans	one-time	
G3.B1.S1.A1	1. cross curriculum projects 2. academic vocabulary 3 .intensive math classes	mcdaniel, teresa	reports printed off computer programs and grades from FOCUS	one-time	
G4.B1.S1.A1	1. cross curriculum projects 2. academic vocabulary	bloomer, amanda	attendance, reports printed off computer program	one-time	
G1.B1.S1.A1	Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.	burdeshaw, julie	FOCUS attendance data showing students not missing school	one-time	
G1.MA1	Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.	burdeshaw, julie	FOCUS attendance data	one-time	
G1.B1.S1.MA1	Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues.	burdeshaw, julie	FOCUS attendance data	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teachers report target students who have been identified as one who missed frequently and those who are starting to have attendance issues. Truancy letters will be mailed out for those missing 3 or more days.	burdeshaw, julie	Students not missing school.	one-time	
G2.MA1	Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/ or take students to one of the computer labs.	moore, larry	summative assessments	one-time	
G2.B1.S1.MA1	Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/ or take students to one of the computer labs.	moore, larry	Updating SAC, data team meetings	one-time	
G2.B1.S1.MA1	Teachers incorporating more close reads and complex texts. Bring computer carts into the classroom for students to have access at school and/ or take students to one of the computer labs.	moore, larry	classroom walk throughs	one-time	
G3.MA1	1. cross curriculum projects 2. academic vocabulary 3 .intensive math classes	moore, larry	summative assessment	one-time	
G3.B1.S1.MA1	1. cross curriculum projects 2. academic vocabulary 3 .intensive math classes	moore, larry	Updating SAC, data team meetings	one-time	
G3.B1.S1.MA1	1. cross curriculum projects 2. academic vocabulary 3 .intensive math classes	moore, larry	classroom walk throughs	one-time	
G4.MA1	1. cross curriculum projects 2. academic vocabulary 3.new attendance policy	moore, larry	summative assessments	one-time	
G4.B1.S1.MA1	1. cross curriculum projects 2. academic vocabulary	moore, larry	Updating SAC and data team meetings	one-time	
G4.B1.S1.MA1	1. cross curriculum projects 2. academic vocabulary	moore, larry	classroom walk throughs	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0