

Jackson County School Board

Graceville School



2023-24

Schoolwide Improvement Plan (SIP)

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Graceville School

5539 BROWN ST, Graceville, FL 32440

<http://ghs.jcsb.org>

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Kristian	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.
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.
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.
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.
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 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.

Name	Position Title	Job Duties and Responsibilities
Ellsworth, Matthew	Teacher, K-12	Media Specialist, School Improvement Chair – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council involves school and community stakeholders by assessing data and how to best implement a plan for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student grades and performance, especially those with the greatest achievement gaps, will be regularly monitored during School Advisory Council meetings, as well as the effectiveness of our SIP as it relates to student improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	14	20	21	21	20	18	22	11	20	167	
One or more suspensions	0	0	0	0	5	0	8	6	6	25	
Course failure in English Language Arts (ELA)	0	0	2	0	0	2	0	1	4	9	
Course failure in Math	0	0	2	1	0	1	0	1	9	14	
Level 1 on statewide ELA assessment	0	0	0	0	6	6	10	8	15	45	
Level 1 on statewide Math assessment	0	0	0	0	10	8	11	11	15	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	18	13	6	6	10	8	15	84	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	0	3	3	4	5	13	30

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	5	3	2	2	0	0	2	2	16	
Students retained two or more times	0	0	0	1	1	2	1	3	2	10	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	5	7	7	4	6	4	4	4	74	
One or more suspensions	0	0	0	0	0	4	2	1	0	7	
Course failure in ELA	0	2	1	0	1	2	2	0	12	40	
Course failure in Math	0	0	0	0	0	0	1	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	2	3	11	9	9	13	80	
Level 1 on statewide Math assessment	0	0	0	1	5	9	8	10	21	86	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	5	7	7	4	6	4	4	4	44	
One or more suspensions	0	0	0	0	0	4	2	1	0	7	
Course failure in ELA	0	2	1	0	1	2	2	0	12	20	
Course failure in Math	0	0	0	0	0	0	1	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	2	3	11	9	9	13	47	
Level 1 on statewide Math assessment	0	0	0	1	5	9	8	10	21	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	1	2	4	3	4	11	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	2	2	0	0	0	0	1	12
Students retained two or more times	0	1	1	2	0	2	2	3	5	16

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	49	53	43	50	55	43		
ELA Learning Gains				44			35		
ELA Lowest 25th Percentile				33			24		
Math Achievement*	37	50	55	35	36	42	38		
Math Learning Gains				49			38		
Math Lowest 25th Percentile				43			39		
Science Achievement*	32	40	52	21	48	54	35		
Social Studies Achievement*	47	59	68	67	50	59	58		
Middle School Acceleration	63	69	70	70	46	51	55		
Graduation Rate	95	83	74	89	40	50	94		
College and Career Acceleration	49	56	53	59	65	70	53		
ELP Progress		62	55		63	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	89

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	2
ELL				
AMI				
ASN				
BLK	44			
HSP	53			
MUL	37	Yes	1	
PAC				
WHT	54			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL				
AMI				
ASN				
BLK	43			
HSP	44			
MUL	41			
PAC				
WHT	51			
FRL	39	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			37			32	47	63	95	49	
SWD	27			27			14				4	
ELL												
AMI												
ASN												
BLK	34			29			23	39		44	7	
HSP	50			55							2	
MUL	40			32			40				3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	45			42			40	65		47	7	
FRL	37			35			35	43	73	39	8	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	44	33	35	49	43	21	67	70	89	59	
SWD	24	21	9	19	40	38	33	43				
ELL												
AMI												
ASN												
BLK	37	39	35	23	46	39	8	56		95	50	
HSP	35	50		37	53							
MUL	29	50		33	50							
PAC												
WHT	56	48	13	49	51	46	36	72		75	67	
FRL	38	41	29	33	50	41	15	66				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	35	24	38	38	39	35	58	55	94	53	
SWD	22	28	23	23	24	17	40					
ELL												
AMI												
ASN												
BLK	34	26	12	24	32	38	15	40				
HSP	44			39								
MUL	64	56		40	44							
PAC												
WHT	50	41	40	57	47	40	71	69		94	50	
FRL	38	33	16	33	37	33	33	54		95	50	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	30%	49%	-19%	50%	-20%
05	2023 - Spring	40%	51%	-11%	54%	-14%
07	2023 - Spring	38%	38%	0%	47%	-9%
08	2023 - Spring	30%	45%	-15%	47%	-17%
09	2023 - Spring	50%	50%	0%	48%	2%
04	2023 - Spring	59%	61%	-2%	58%	1%
06	2023 - Spring	29%	50%	-21%	47%	-18%
03	2023 - Spring	44%	58%	-14%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	50%	-18%	54%	-22%
07	2023 - Spring	44%	53%	-9%	48%	-4%
03	2023 - Spring	47%	66%	-19%	59%	-12%
04	2023 - Spring	71%	64%	7%	61%	10%
08	2023 - Spring	24%	46%	-22%	55%	-31%
05	2023 - Spring	49%	47%	2%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	38%	-6%	44%	-12%
05	2023 - Spring	29%	41%	-12%	51%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	48%	15%	50%	13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	41%	-25%	48%	-32%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	47%	-8%	63%	-24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	59%	-5%	66%	-12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	60%	-8%	63%	-11%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component showing the lowest performance was 10th Grade ELA at 58%. The contributing factors to last year's low performance was that the grade level expectations for that standard required clarifications due to the complexity of the question strands. The trends found were that this was a standard that students across grade levels struggled with mastery. There were two subgroups that fell below the 41% Federal Index: Students with Disabilities 28% and Economically Disadvantaged Students 39%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year was 10th Grade ELA Proficiency to 52%. The factors that contributed to this decline was that there was a lack of foundational skills, especially as it relates to vocabulary, fluency, and comprehension.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

10th Grade ELA was the area that had the greatest gap when compared to state's proficiency average, School's proficiency was 58% and State's Proficiency was 50%. Although students did not make proficiency, students made significant gains from PM1 to PM3.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showed the most improvement was 3rd Grade Math, from 62% proficiency in 2022 to 70% in 2023. The domain showing the greatest gain was of Number Sense and Additive Reasoning Performance. The contributing factors were the use of the state's math transition document, correlation between the use of Big Ideas math series and the testing of topic assessments using Performance Matters to drive instruction, weekly usage of Reflex and IXL to support foundational skills needed to support proficiency, and the student engagement in lessons based on the data from the district-provided PPT and state's practice tests.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data shows a need to improve the overall attendance percentage, with a focus on students that have 6-10 absences. The 2022-2023 data indicates that 29% of students were absent 6-10 times throughout the school year. This is a 1 percentage increase from the prior school year 2021-2022 with 28% of students being absent 6-10 times during the school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve Students with Disabilities scores.
2. Improve Economically Disadvantaged students scores.
3. Improve overall Math scores.
4. Improve overall ELA scores.
5. Improve absenteeism.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We are focusing on creating a positive culture and environment with our "Success is Key" initiative. This is a school-wide program that focuses on teaching positive character traits to students such as compassion, generosity, responsibility and loyalty.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The desired outcome will be improved attendance and improved progress monitoring scores. According to EWS, we currently have 59 students with attendance below 90% and would like to decrease this number by 30% and increase overall PM scores by 25%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

These EWS will be monitored monthly by SAC committee, teachers and administration for effectiveness.

Person responsible for monitoring outcome:

Carlan Martin (carlan.martin@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based strategy being implemented for this area of focus will be progress monitoring, small-group instruction, tools in the instructional program and Star testing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These programs can be used as a diagnostic tools to individually identify needs and instructional gaps.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify individuals which will serve on the Attendance Review Committee. Based on this, the committee will be able to closely monitor student attendance and develop attendance incentive programs.

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

By When: Needed steps will be taken with the results of PM2 to compare with PM1 results.

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data for the Economically Disadvantaged student subgroup fell below the 41% threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of Economically Disadvantaged students meeting proficiency standards in ELA will increase to 41% as measured by 2024 FAST PM3 ELA Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

Carlan Martin (carlan.martin@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will after-school tutoring, intensive reading courses, and extended 150 minutes of reading instruction for level 1 students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students in the ED subgroup needing additional support as measured by 2023 PM3, 2024 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

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

By When: We will 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.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data for the SWD student subgroup fell below the 41% threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of SWD meeting proficiency standards in ELA will increase to 41% as measured by 2024 FAST PM3 ELA Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

Carlan Martin (carlan.martin@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will after-school tutoring, intensive reading courses, and extended 150 minutes of reading instruction for level 1 students in middle school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students in the SWD subgroup needing additional support as measured by 2023 PM3, 2024 PM1and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

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

By When: Identify students in the SWD subgroup needing additional support as measured by 2023 PM3, 2024 PM1and PM2 ELA Reading data.

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency on ELA FAST PM 3 assessments were 43%. This is a crucial need, as identified by our scores and the EWS data showing a large number of students with a substantial reading deficiency, and we want our students to be more proficient and capable with their Reading/ELA skills.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Maintain/Improve ELA proficiency to 50% or higher on STAR Early, STAR Reading, and ELA across all grades; improve the number of students with a significant reading deficiency from 47% to 37%.

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 from PM1 and PM2 and adjust instruction accordingly. Reports from STAR Early, STAR Reading, IReady, and classroom assessments/grades will be used to monitor students' progress in Reading/ELA as well.

Person responsible for monitoring outcome:

Carlan Martin (carlan.martin@jcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Standards-based instruction, Small-group instruction, increasing rigor, and using chosen programs such as STAR, STAR Early Literacy, IReady, FAST, and Lexia.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The practices and programs above address the identified need and have proven records of being effective. STAR, STAR Early Literacy, and FAST were selected by the state to be used for progress monitoring and assessment this year. Small-group instruction will allow teachers to address gaps in instruction and assure that students are mastering the standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Weekly.

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)

By When: Weekly.

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)

By When: Weekly.

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)

By When: Weekly.

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

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

By When: Every nine weeks.

#5. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science Achievement was 33.3%. 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 33% to 51%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Every nine weeks.

#6. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023, our FAST PM3 was 46%. 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 to 55%. While improving overall student proficiency to 60% and overall school student learning gains to 50%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 content.

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)

By When: Every nine weeks.

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

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

By When: Every nine weeks.

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)

By When: Weekly.

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)

By When: Weekly.

#7. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Social Studies Achievement (Civics EOC and US History EOC) went from 67% in 2022 to 53% in 2023. We would like our students to be successful and assisting them 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 67% in 2022 to improving overall student proficiency to 70%, this was not achieved with a 53% overall student proficiency. We would like to increase Social Studies Achievement from 53% in 2023 to overall student proficiency of 65% in 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this Area of Focus is Progress monitoring, small-group instruction, standards-based instruction, and increasing rigor. The progress monitoring assessments will be created utilizing the social studies curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Weekly.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A team of Graceville School stakeholders reviewed academic, behavioral and attendance data, both from EOY 2022 and 2023 and ongoing progress monitoring using the Data Dashboard. Stakeholders determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas and underperforming subgroups. As the school improvement goals were established, the team determined - within the comprehensive needs assessment - how Title I dollars should be spent to best support the indicated areas of concern. The District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 ELA Assessment.

Grades 3-5: Instructional Practice specifically related 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 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 Measurable Outcomes

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 Measurable Outcomes

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

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 impact student achievement outcomes.

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

Description:

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: STAR K-12, small-group instruction, increased rigor, and I-Ready online.

Rationale:

Explain the rationale for selecting 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 evidence-based 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school improvement plan is highlighted for all stakeholders during Graceville School's annual Title I meeting. It is also available online and in print for those who wish to peruse the information independently. 1- The School Advisory Council discusses and supports the development of the Schoolwide Plan and School Improvement Plan (parallel documents). The plan is placed on the Board Document site at <https://jackson.ic-board.com/> where the Board and Community are able to review and provide feedback in a public forum. After Board approval the plan is approved in the CIMS platform and a link posted to the District Webpage and linked to school page, https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. After Board approval Facebook and ParentSquare posts will be made with the links to access the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. 2- The District and School Parent and Family Engagement Plans are provided at https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. The school pages are linked to the District

page to access the Parent and Family Engagement Plans. Utilization of Facebook and ParentSquare provide links to parents and the community to stay informed on the improvement process with the School. Each school holds a quarterly meeting with the School Advisory Council. The District Parent Advisory Council will hold three meeting and the District will hold two parent trainings in addition to the school-level trainings and cultural events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment. 3- The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Graceville School's improvement plan is developed in coordination and integration with state FTE guidelines, Jackson County supported materials and instructional guides and assessments in alignment with benchmarks outlined in the BEST standards. 4- The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1- Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Graceville School offers students with career and technical programs through our Agriculture program and dual enrollment opportunities with Chipola College. Juniors and Seniors attend the regional career fair. Each high school holds a parent engagement night for college and career preparation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Graceville School provides a tiered model of academic and behavioral support to ensure all students are being provided with equitable access to education. Our core team consists of School Counselors, two ESE Site-Based Specialists, Administration, Interventionists, an Instructional Coach, and grade band liaisons. This team meets monthly to monitor and evaluate the effectiveness of a continuum of tiered services. Based on data, a student may be recommended for a change in tiered intervention, the layering of more intensive interventions, and/or the referral of an evaluation for a suspected disability. 3- Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/ Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-Rtl) used for academic and

behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

As part of the induction cycle, teachers and staff are provided with on-going Professional Development opportunities focusing on precise, high-yield strategies for promoting safe and caring schools while increasing academic achievement and long-term outlooks. Determination of Professional Learning is driven by a triangulation of data, including academic metrics, Office Disciplinary Referrals, and Progress toward ESE plans. 4- The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To assist in the transition from preschool to elementary school, pre-k students follow Early Head Start action plan. Students visit elementary classrooms and teachers with activities. Head Start/Kindergarten teachers discuss school readiness with parents and also hold an end of the year Comprehensive Family Conference with parents. A Family and Community Comprehensive Services Specialist will complete forms after meeting and provide parents with a schedule of events to transition preschool children to elementary school programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science	\$0.00

6	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
7	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No