

Leon County Schools

Gretchen Everhart School



2019-20 School Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 5 |
| Needs Assessment | 7 |
| Planning for Improvement | 13 |
| Title I Requirements | 17 |
| Budget to Support Goals | 19 |

Gretchen Everhart School

2750 MISSION RD, Tallahassee, FL 32304

<https://www.leonschools.net/everhart>

Demographics

Principal: Jane Floyd Bullen

Start Date for this Principal: 9/17/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | <i>[Data Not Available]</i> |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students |
| School Grade | 2018-19: |
| School Grades History | 2017-18: |
| | 2016-17: |
| | 2015-16: |
| | 2014-15: |
| | 2013-14: |
| ESSA Status | CS&I |

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and

Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Gretchen Everhart School
Where Everyone is Exceptional!

Striving for quality of life,
one student,
one success at a time.

www.leonschools.net/everhart

Provide the school's vision statement

We believe that each individual is unique, differing from all others in types of attributes and degree of endowment. Each individual should be allowed to grow and develop to his/her greatest potential intellectually, physically, socially, and emotionally.

We believe that educational programming should be designed to meet the needs of each student as an individual rather than trying to fit the student into already established programs.

We believe that it is the joint responsibility of the home, school, and community to cooperatively provide the environment and experiences to enable each individual to develop his/her maximum potential.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------|--------------------------|---------------------------------|
| Floyd-Bullen, Jane | Principal | |
| Thompson, Lori | Guidance Counselor | |
| Benedix, Courtney | Instructional Technology | |
| Montgomery, LaToya | Assistant Principal | |
| Pittinger, Betsy | Teacher, ESE | |
| Kiser, Alison | Instructional Coach | |
| Hutchins, Zellanye | SAC Member | |

Early Warning Systems

Current Year

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

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

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 0 | 1 | 1 | 1 | 2 | 4 | 1 | 1 | 1 | 3 | 4 | 16 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 0 | 1 | 1 | 1 | 2 | 4 | 1 | 1 | 1 | 3 | 4 | 16 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 60% | 61% | 0% | 60% | 60% |
| ELA Learning Gains | 0% | 58% | 59% | 0% | 53% | 57% |
| ELA Lowest 25th Percentile | 0% | 50% | 54% | 0% | 41% | 52% |
| Math Achievement | 0% | 60% | 62% | 0% | 57% | 61% |
| Math Learning Gains | 0% | 60% | 59% | 0% | 51% | 58% |
| Math Lowest 25th Percentile | 0% | 49% | 52% | 0% | 44% | 52% |
| Science Achievement | 0% | 59% | 56% | 0% | 54% | 57% |
| Social Studies Achievement | 0% | 64% | 78% | 0% | 70% | 77% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | | | | | | | | |
|---|-----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (1) | 0 (0) | 0 (1) | 0 (1) | 0 (1) | 0 (2) | 0 (4) | 0 (1) | 0 (1) | 0 (1) | 0 (3) | 0 (4) | 0 (16) | 0 (36) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

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

NOTE: 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 |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index - All Students | 17 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 119 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 98% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 17 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |

English Language Learners

| | |
|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 19 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 2 |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 13 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 12 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |

Economically Disadvantaged Students

| | |
|--|---|
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 2 |
|--|---|

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 achievement in Reading was the lowest for the school this past year. Reading: 60% showed improvement, Math: 63% showed improvement, Writing: 68% showed improvement and in Science: 60% scored 5 or more out of 16. The school is serving students from all over that state whose needs could not be met in their home-zone or county school system. Students at the school have more significant disabilities than in previous years.

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

Reading showed the greatest decline.

Datafolio assessment is more appropriate for most of our students but the teachers have been unable to attend the required training to be able to assess students with this assessment.

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

Gretchen Everhart School showed a great gap overall when compared to similar schools in the state. The schools in the central part of the state had more students assessed using Datafolio and their results were higher than our school's results. The two students tested on Datafolio from our school scored at Level 3 and Level 2 as opposed to most of our students who scored at a Level 1.

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

Students assessed on Datafolio scored higher on assessments than their peers who were assessed using FSAA. We encouraged teachers to take the training in Datafolio if they could.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

All subgroups that had enough numbers to count were at risk for the last two years based on the Federal Index.

SWD 17%, Black / African American 19%, White 13% and Economically Disadvantaged at 12%.

This rating was due in part to inappropriate assessments and inappropriate standards for success for students with significant disabilities. There has not been the availability for teachers to be trained in the more appropriate Datafolio assessment even though

teachers have been requesting that the training be offered in our part of the state at times other than during ESY and the first weeks of school in the fall.

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

1. Increase the number of teachers trained in and using Datafolio assessments
2. Continue to advocate for the state to provide training in the Panhandle and offer Everhart as a site for training
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|--|--|
| #1 | |
| Title | Reading |
| Rationale | 60% of the students that were tested on the F.S.A.A. maintained or improved skill level on Task 1 (30/50). |
| State the measureable outcome the school plans to achieve | 65% of the students that are tested on the F.S.A.A. will maintain or improve skill level on Task 1. |
| Person responsible for monitoring outcome | Jane Floyd-Bullen (floydj@leonschools.net) |
| Evidence-based Strategy | Use of adapted grade level appropriate reading materials. |
| Rationale for Evidence-based Strategy | Evidence from DOE and the state ACCESS Project |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will provide reading instruction with fidelity using a variety of school / district / state endorsed curriculum and strategies leading to increased student performance. 2. Use of Unique Learning Systems Curriculum 3. Provide instruction using the Four Blocks model of reading instruction 4. Utilize the DOE Project ACCESS Weebly for resources and strategies 5. |
| Person Responsible | Alison Kiser (kisera@leonschools.net) |

| | |
|--|---|
| #2 | |
| Title | Math |
| Rationale | 63% of the students that were tested maintained or improved skill level on Task 1. (21/33). |
| State the measureable outcome the school plans to achieve | 65% of the students that are tested will maintain or improve skill level on Task 1. |
| Person responsible for monitoring outcome | Jane Floyd-Bullen (floydj@leonschools.net) |
| Evidence-based Strategy | Teachers will discover and use additional resources and strategies and effective ways to progress monitor achievement in the area of math leading to improved scores on the F.S.A.A. |
| Rationale for Evidence-based Strategy | Effective instruction on Access points requires specialized resources and strategies |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will use the resources found on the Access Project Weebly and will collaborate with others through training, Peer Observations, and Navigational meetings to best provide instruction in math using a variety of materials and strategies. 2. Use of Unique Learning Systems curriculum 3. Use of adapted tools such as adapted calculators, number lines, etc. 4. 5. |
| Person Responsible | Jane Floyd-Bullen (floydj@leonschools.net) |

| | |
|--|--|
| #3 | |
| Title | Writing |
| Rationale | 68% of the students tested in writing maintained or improved skill level in writing (32/47). |
| State the measureable outcome the school plans to achieve | 70% of the students tested in writing will maintain or improve skill level in writing. |
| Person responsible for monitoring outcome | Jane Floyd-Bullen (floydj@leonschools.net) |
| Evidence-based Strategy | Teachers will provide a multitude of individualized ways in which students can "write" |
| Rationale for Evidence-based Strategy | Students working on access point instruction need to use a variety of alternate pencils |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Writing samples will be produced every nine weeks and progress will be noted. 2. Teachers will collaborate with others through training, peer observations and Navigational meetings to best provide instruction in writing using a variety of materials and strategies. 3. Use of alternative pencils to produce writing 4. 5. |
| Person Responsible | Alison Kiser (kisera@leonschools.net) |

| | |
|--|---|
| #4 | |
| Title | Science |
| Rationale | 60% of the students tested in science correctly answered 5 or more items (30% accuracy) out of the 16 items assessed. |
| State the measureable outcome the school plans to achieve | 65% of the students tested in science will correctly answer 5 or more items (30% accuracy) out of the 16 items assessed. |
| Person responsible for monitoring outcome | Jane Floyd-Bullen (floydj@leonschools.net) |
| Evidence-based Strategy | Use of specialized curriculum such as Unique that presents adapted grade level content |
| Rationale for Evidence-based Strategy | DOE Access Project Weebly |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will collaborate with others through training, Peer Observations and Navigational meetings to best provide instruction in science using a variety of materials and strategies. 2. Students will actively participate in STEM activities 3. Use of Unique Learning Systems curriculum for grade level science instruction with adaptations 4. 5. |
| Person Responsible | Jane Floyd-Bullen (floydj@leonschools.net) |

| | |
|--|--|
| #5 | |
| Title | Behavior |
| Rationale | Staff need to continue to use positive behavioral supports so students will be able to best benefit from instruction. |
| State the measureable outcome the school plans to achieve | 100% of the classroom staff that work for the entire school year will be trained in behavioral procedures. |
| Person responsible for monitoring outcome | Jane Floyd-Bullen (floydj@leonschools.net) |
| Evidence-based Strategy | Use of Positive Behavior Supports through the Florida PBIS Project Continued recognition from the state project for effective use of strategies |
| Rationale for Evidence-based Strategy | Nationwide the use of Positive Behavioral Supports with students is seen as critical to leading to instructional success. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Offer training in CPI 2. Offer training in TEACH to select staff 3. Provide ongoing skill instruction to identified staff 4. Utilize a Behavior Support Team 5. Provide training to Paraprofessionals and Teachers on effective behavioral strategies and recording of data |
| Person Responsible | Jane Floyd-Bullen (floydj@leonschools.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The school will continue to implement school wide Positive Behavioral Supports to meet the behavioral needs leading to improved success on instructional / academic needs.

Part IV: Title I Requirements

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

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

The school realizes the value of parental involvement in the development and implementation of individualized educational plans (I.E.P.). The school strives to have active involvement of the parents in the I.E.P. process.

PFEP Link

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

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

The school has a school Guidance Counselor / Social Worker on site who provides time to meet with students who have social/emotional needs. The Guidance Counselor also provides weekly instruction to targeted students on social skills. The school also utilizes the Problem Solving Team to address issues that can be met through the use of district staff such as the Social Worker, Psychologist, ESE Staffing Specialist and Truancy Case Worker. The school has a team that meets monthly to address attendance concerns as well. The school has specialists employed that address services needed by students such as nursing services, vision/hearing, speech, language, physical and occupational therapy.

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

The MTSS / RTI Team meets mid-year (if not before) on every Pre-K student that will be transitioning to kindergarten the following year to determine if there is a need for providing additional interventions or assessments to make sure the student has a successful transition. A meeting is held in the spring with the Pre-K teacher, parents/guardians and the receiving school the student will be attending in the fall to review progress, present level of skills, and suggestions for continued interventions to help the student's overall success. A passport to kindergarten is developed and given to each family to help with a successful transition.

Students at Gretchen Everhart School are placed in the Post Secondary Department one to two years prior to exiting the school system generally at age 20 - 22 years). The teachers and staff in that department focus instruction on helping students prepare for their post secondary placement through collaboration with agencies, parents, caregivers, and adult placement options. Students have an opportunity for ongoing visits to their post secondary placement prior to graduation to help with their successful transition.

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

All of our students are Tier 3 students in all areas. The teachers maintain progress monitoring tools to document data in each area addressed by the School Improvement Plan. The P.B.S. Team monitors the behavioral data and oversees the school wide implementation of school expectations and interventions. The school attendance committee oversees the student attendance data for the school. The SITE team at the school oversees the effectiveness of core instruction, resource allocation, and teacher support systems through monthly meetings. The SITE is comprised of representatives from each department and includes the T.E.C. facilitator.

The school benefits from the support of the district Exceptional Student Education office

and resources. The school is also able to access training through F.D.L.R.S. The district provides an E.S.E. Program and Staffing Specialist that helps ensure the school is providing appropriately for all of the students who qualify for Exceptional Student Education services.

The school also benefits from some Title I funds and programs especially the 21st Century E.D.E.P. program. The Title I office works with the school to make sure needs are met and the requirements tied to the funds are implemented appropriately.

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

Students at Gretchen Everhart School are placed in the Post Secondary Department one to two years prior to exiting the school system generally at age 20 - 22 years. The teachers and staff in that department focus instruction on helping students prepare for their post secondary placement through collaboration with agencies, parents, caregivers, and adult placement options. Students have an opportunity for ongoing visits to their post secondary placement prior to graduation to help with their successful transition.

| Part V: Budget | | | | | | |
|-----------------------|--------------|--------------------------------|--|----------------|-----|-------------------|
| 1 | III.A | Areas of Focus: Reading | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 1141 | 120-Classroom Teachers | 0411 - Gretchen Everhart School | Title II | 0.0 | \$1,000.00 |
| | | | <i>Notes: Training for teaching students with disabilities to include the use of novel study Use of Unique Learning Systems Curriculum for reading in the content area. Use of the DOE Weebly on how to provide instruction on age appropriate novels with the accommodations that are needed. Continue to utilize the Four Blocks method for providing reading instruction.</i> | | | |
| 2 | III.A | Areas of Focus: Math | | | | \$475.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 1141 | 120-Classroom Teachers | 0411 - Gretchen Everhart School | Title II | | \$475.00 |
| | | | <i>Notes: Use of Unique Learning Systems curriculum for math. Supplement instruction with tools and strategies from the DOE Weebly. Use of adapted calculators, number lines, number stamps, counters, etc.</i> | | | |
| 3 | III.A | Areas of Focus: Writing | | | | \$225.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 1141 | 120-Classroom Teachers | 0411 - Gretchen Everhart School | Title II | | \$225.00 |
| | | | <i>Notes: Use of Unique Learning Systems curriculum and the use of alternate pencils from the research done at UNC. Utilize resources and strategies from the DOE Weebly for writing.</i> | | | |
| 4 | III.A | Areas of Focus: Science | | | | \$225.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |

| | | | | | | |
|----------|--------------|---------------------------------|---|----------------|---------------|-------------------|
| | 1141 | 120-Classroom Teachers | 0411 - Gretchen Everhart School | Title II | | \$225.00 |
| | | | <i>Notes: Use of Unique Learning Systems curriculum to provide instruction in science and reading in the content area. Use the resources from the DOE Weebly on providing appropriate grade level instruction with accommodations.</i> | | | |
| 5 | III.A | Areas of Focus: Behavior | | | | \$800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 1141 | 120-Classroom Teachers | 0411 - Gretchen Everhart School | Title II | | \$800.00 |
| | | | <i>Notes: Continue to implement Positive Behavior Supports from support from the Florida PBIS Project. Utilize school wide expectations and a system for providing reinforcements. Teach social skills using a modified Skill Streaming curriculum.</i> | | | |
| | | | | | Total: | \$2,725.00 |