



# School Improvement Plan 2023 - 2024



**Richmond County  
Gracewood Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Gracewood Elementary School
Team Lead	Renee Perry
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	The overarching need is students are not performing proficiently in math in Numbers and Operations.
Root Cause # 1	Expectations for the planning of and implementation of math instruction needs ongoing professional learning and monitoring/feedback supports in place.
Goal	By May 2024, Gracewood Elementary will increase students' academic achievement in "numbers and operations" through evidence based instructional practices to increase the percentage of proficient third, fourth, and fifth grade learners from 12% to 28% (40 students) as measured by the Georgia Milestones Assessment.

#### Action Step # 1

Action Step	K-5 Math teachers will utilize "Number Talks" within their daily instructional framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	The Gracewood Leadership create a weekly monitoring tool to ensure the consistent implementation of the "Number Talks" routine.
Method for Monitoring Effectiveness	Grades 3-5 teachers will assign weekly Iready lessons from the "Numbers and Operations" domain and utilize the "Gracewood Tracking Sheet" to gage student outcomes.
Position/Role Responsible	K- 5 Math Teachers Lori Bennett S. Pitter Renee Perry Tiffany Logan
Timeline for Implementation	Others : Bi- Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Gracewood Elementary will implement a schoolwide "First in Math" initiative to support academic growth in the domain of "Numbers and Operations".
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The Leadership Team will meet twice monthly to analyze First in Math Usage Data.
Method for Monitoring Effectiveness	First in Math Data will be pulled twice monthly to analyze gains in student performance.
Position/Role Responsible	3-5 Math Teachers Lori Bennet S. Pitter Renee Perry Tiffany Logan
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Grades 3-5 teachers will track their targeted math instruction with a pre-selected student group of 5, taking these students from "developing" to "proficient" learners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	The Leadership will host monthly data meetings to analyze and discuss the "Five to Thrive" tracking form data.
Method for Monitoring Effectiveness	Teachers will use the Gracewood "Five to Thrive" tracking form to log and analyze student gains and next steps.
Position/Role Responsible	3-5 Math Teachers Lori Bennet S. Pitter Renee Perry Tiffany Logan
Timeline for Implementation	Monthly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Input was received from stakeholders during face-to-face meetings held in the Spring along with surveys that were shared with all stakeholders. In June of 2023, the Leadership Team worked together to review last year's plan and the data (including Stakeholder surveys) for this year 's plan . All Leadership Team members were involved in the evaluation of data (Annual State assessments, local screeners, local tests for mastery , and other pertinent data points) . The plan will be brought back to the school for all faculty and staff to review and to share input . The plan will then be shared with school stakeholders for feedback.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The Human Resources and Federal Programs Departments of the Richmond County School System collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately high rates by ineffective, out-of-field, or inexperienced instructors. We will look at the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the district and school level. We concentrate on identifying disparities, assessing district and school systems and programs that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. Our district improvement plan, which will include an equity component and improvement goals, will address the observed gaps. In addition, we assist school leaders in the scheduling process by giving statistics to help them make the best scheduling decisions for student achievement. To recruit elite talent, we conduct various career fairs, offer a virtual fair, attend college and university fairs, and use technology avenues. We also operate our Grow Your Own initiative in collaboration with our local university's Teach Richmond program.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>This year, we will utilize Induction Teacher Support Specialists to help assist our new teachers to move students to proficiency grade level . The Induction Specialists will assist new teachers in looking at lexile and quantile levels to set student goals . This is shared at data meetings and with parents . Students are assisted in setting lofty, yet attainable goals. iReady data is used to determine how the students are progressing and if the proficiency levels are going up. The Induction Support Specialists will support new teachers in reaching out to guardians or caregivers to share information about how to help at home . Teachers will implement silent sustained reading to ensure that students have at least 15 minutes of uninterrupted reading time in the morning. Teachers will make First in Math part of their transition routine, to improve numeracy/ fluency.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The RCSS will not have any Title I targeted assistance schools during the 2023-2024 school year. Targeted assistance schools may use funds received only for programs that provide services to eligible children identified as having the greatest need. In the event the district gets a targeted assistance school in the future, each targeted - assistance Title I school will create a plan to assist the school and local educational agency to meet its responsibility to provide services to all identified students in the targeted-assistance program to allow them the opportunity to meet the state's challenging academic achievement standards.</p>
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>A handbook for parents is provided to all Kindergarten students and parents. The book provides transition suggestions for both parents and students. Counselors provide ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Counselors provide support for each class as well. The district also provides regular training for Pre-K teachers and paraprofessionals on needed topics such as early literacy. This would be in addition to the regular training provided by Georgia's Bright from the Start. Students receive books three times per year. Teachers receive instructional materials and books for their classrooms along with professional learning on early literacy and writing instruction. Lastly, L4GA funds also help fund field trips for preschool age students in addition to field trips provided by Bright from the Start thus providing opportunities for students to travel beyond the confines of their neighborhoods and participate in culturally relevant experiences.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Information about the various career pathways with 8th grade students, facilitate 8th grade tours to high schools, and continue to host Career Days/Fairs for both middle and high school students. During the master scheduling process, the schools are asked to schedule a feeder school visit from one grade level to the next to assist in making informed course selections. For example, schools coordinate opportunities for 5th graders to visit middle school and 8th graders to visit high school. All high schools are strongly encouraged to host a Freshman Orientation. This is an opportunity for students to learn about requirements and what to expect in high school, as well as begin to build community with their fellow classmates and reduce anxiety related to this transition. RCSS provides Dual Enrollment opportunities by partnering with several local colleges (Augusta University, Augusta Technical College, Georgia Military College, etc.) High school students have opportunities to take classes on the college campus, at their local high school or virtually. Students and parents will refer to the School Choice guide to help make the best decisions for their future. Students are made aware of these opportunities via their school counseling programs and utilization of the GAFutures website. Additional support for high schools will include recruiting business and industry partners to provide work-based learning opportunities for career awareness and exposure through Job Shadowing and Manufacturing Days, attendance/participation in the Skills Challenge and college tours through the high schools' CTSOs (Career Technical Student Organization). A new program recently approved by the Board of Education is with the Richmond County Fire Department to help seniors take the Fire Department's entrance exam. RCSS also provides summer opportunities in the Students2Work partnership to provide high school students opportunities to</p>
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	<p>work in career areas of their choice, based in part on YouScience results. During the 2023 -2024 school year, in collaboration with Columbia County School System, RCSS is embarking on creating a Junior Achievement program for 6th and 7th grade students to provide them real-life experiences to prepare them for life beyond high school and to make them aware of post-secondary opportunities.</p>
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<p><b>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</b></p>	<p>In addition, RCSS is investing in Positive Behavior Interventions and Supports (PBIS), for all students. The PBIS Framework is being implemented in 31 schools across the district, with the remaining schools implementing "Essential Features of School Wide Behavior Expectations, through the lens of PBIS". The expectation is that over time, with training and coaching, all RCSS schools will implement the PBIS Framework. A PBIS District Data Team in the Office of School Climate regularly monitors discipline data for all schools and student subgroups, communicates with various stakeholders, including community members and members of the Department of Juvenile Justice, and work collaboratively with the CSRA RESA School Climate Specialist, to provide professional learning and coaching, to administrators, coaches and teachers. The PBIS Coaches (each PBIS School has a coach), attend monthly meetings with PBIS Coordinator to monitor discipline practices, receive professional learning, and collaborate and action plan around best practices. The PBIS Schools hold monthly PBIS Team meetings to solve problems around discipline data and action plans to ensure continued positive outcomes. A minimum of two times a year, the District PBIS Leadership Team also hosts meetings with all stakeholders to analyze system-wide discipline data trends and create Action Plans based on data outcomes.</p>
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ADDITIONAL RESPONSES

<p><b>8. Use the space below to provide additional narrative regarding the school's improvement plan.</b></p>	<p>The design of our 2023-2024 School Improvement Plan is tailored to ensure that both data and monitoring is at the forefront of all instructional decision making. Our School Improvement Goals require that data is analyzed so that 5 students per teacher are selected for "just in time" instruction and progress monitoring. This process will be routinely monitored by the Leadership Team and will be an integral part of our operational/ accountability culture. We strive to see a 16% increase in proficient learners (Math &amp; Reading) by utilizing this approach.</p>
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