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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Implement daily, "Fresh Read" sessions focused on fluency, vocabulary, and comprehension. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Reading Comprehension Competency from 24% to 42% as measured by the Georgia Milestones Assessment. |  |

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| --- |
| Activity  Partner Fresh Reads utilizing "Think Aloud" |

|  |  |
| --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:** $3000.00  **Other Resource:** Read Theory Resource | **Source of Funding:** **Title 1** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Fresh Read Data |  | **Benchmark**: | **Date:** |



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| --- |
| Activity  Student Concept Mapping :Vocabulary/ Comprehension |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** Inhouse PL on Concept Mapping | **Source of Funding:** **N/A** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Concept Maps |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Implement a 30 minute daily literacy support session to intervene below benchmark students and to challenge above benchmark learners. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Reading Comprehension Competency from 24% to 42% as measured by the Georgia Milestones Assessment. |  |

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| --- |
| Activity  Intervention Teachers implement scaffolded lessons |

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| --- | --- |
| **Person responsible:** Intervention Teachers | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:** $106100.00  **Other Resource:** N/A | **Source of Funding:** **Title 1** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Progress Monitoring Data |  | **Benchmark**: | **Date:** |



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| --- |
| Activity  Incorporate Weekly Jigsaw Activity for Accelerated |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** Inhouse Jigsaw PL | **Source of Funding:** **N/A** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Jigsaw Student Products |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Launch a school-wide Read Theory Challenge to encourage improved independent reading, with recognition and rewards for individual Lexile growth. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Reading Comprehension Competency from 24% to 42% as measured by the Georgia Milestones Assessment. |  |

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| --- |
| Activity  Graphic organizers to demonstrate comprehension |

|  |  |
| --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** **N/A** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Completed Graphic Organizers |  | **Benchmark**: | **Date:** |



|  |
| --- |
| Activity  Concept Mapping |

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| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** Inhouse PL on Concept mapping | **Source of Funding:** **N/A** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Completed Concept Maps |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Implement a 30 minute daily math support session to intervene below benchmark students and to challenge above benchmark learners. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Computation Achievement from 21% to 44% as measured by the Georgia Milestones Assessment. |  |

|  |
| --- |
| Activity  Intervention Teachers implement scaffolded lessons |

|  |  |
| --- | --- |
| **Person responsible:** Intervention Teachers | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** **Title 1** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Progress Monitoring Data |  | **Benchmark**: | **Date:** |



|  |
| --- |
| Activity  Situated Learning Strategies (On level/Advanced) |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** Pl on "Real Life" Problem Solving Applications | **Source of Funding:** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Student Products |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Conduct daily formative assessments to to identify and adjust for specific areas of need. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Computation Achievement from 21% to 44% as measured by the Georgia Milestones Assessment. |  |

|  |
| --- |
| Activity  Daily Ticket Out the Door |

|  |  |
| --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** **N/A** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Completed Tickets |  | **Benchmark**: | **Date:** |



|  |
| --- |
| Activity  Implementation of Success Criteria |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Teacher Displays of Success Criteria |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Student AcAchievement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Integrate hands on and real world problem solving activities to boost engagement and conceptual understandings. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Student Computation Achievement from 21% to 44% as measured by the Georgia Milestones Assessment. |  |

|  |
| --- |
| Activity  Class discussions |

|  |  |
| --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Discussion Grows and Glows |  | **Benchmark**: | **Date:** |



|  |
| --- |
| Activity  Peer Problem Solving |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Student Problem Solving Evaluation/ Reflection Form |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Positive Le Learning | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Utilize Student Council Mentors who will check in with peers weekly, offer support, and assist with group activities as needed. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, decrease Gracewood's Student Suspension Rate from 23% to 10% as measured by Infinite Campus Data. |  |

|  |
| --- |
| Activity  Start Student Council Committee |

|  |  |
| --- | --- |
| **Person responsible:** EIP Teachers | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Student Council Minutes |  | **Benchmark**: | **Date:** |



|  |
| --- |
| Activity  Weekly Peer Support |

|  |  |  |
| --- | --- | --- |
| **Person responsible:** EIP Teachers | | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** | |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Peer Evaluations/ Surveys |  | Benchmark: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Positive Le Learning | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Utilize the HARMONY Curriculum daily to encourage team building activities that mix students across different social groups. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, decrease Gracewood's Student Suspension Rate from 23% to 10% as measured by Infinite Campus Data. |  |

|  |
| --- |
| Activity  Team Building Challenges |

|  |  |
| --- | --- |
| **Person responsible:** Teachers/ Grade Chairs | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Student Surveys |  | **Benchmark**: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Positive Le Learning | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Recognize and reward students who demonstrate kindness, leadership, and peer support through weekly shout outs and digital displays. (PBIS) | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, decrease Gracewood's Student Suspension Rate from 23% to 10% as measured by Infinite Campus Data. |  |

|  |
| --- |
| Activity  Caught "SOARING" at Gracewood |

|  |  |
| --- | --- |
| **Person responsible:** | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Digital Displays |  | **Benchmark**: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Engagemen Engagement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Provide quarterly training sessions for parents on supporting their child's learning goals at home. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Parent and Family Engagement Participation from 12% to 35%. |  |

|  |
| --- |
| Activity  Parent Capacity Meetings |

|  |  |
| --- | --- |
| **Person responsible:** EIP Teachers | **Launch Date:** 09/30/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Parent Surveys |  | **Benchmark**: | **Date:** |



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| --- |
| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Stakehold Engagement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Offer Parent Workshops each semester to help families support learning at home. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Parent and Family Engagement Participation from 12% to 35%. |  |

|  |
| --- |
| Activity  Parent Training Workshops |

|  |  |
| --- | --- |
| **Person responsible:** | **Launch Date:** 10/28/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Parent Surveys |  | **Benchmark**: | **Date:** |



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| 2025-2026 SIP |
|  |
| Gracewood Elementary School |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Stakehold Engagement | | | | | | |
|  |  | | Critical Initiative | |  |  |  |
|  | | Create a Family Padlet for the sharing of ideas, success stories, and resources for supporting positive student outcomes. | | | |  | | --- | |  | | |
|  | | | | |
|  | | | Objective:  By May 2026, increase Gracewood's Parent and Family Engagement Participation from 12% to 35%. |  |

|  |
| --- |
| Activity  Innovative Reciprocal Parent/School Communication |

|  |  |
| --- | --- |
| **Person responsible:** EIP Teachers | **Launch Date:** 09/08/2025 |
| **Required Resource(s):**  **Financial Resource:**  **Other Resource:** | **Source of Funding:** |

| **Activity Measure(s)** |  | **Benchmark(s)** |  |
| --- | --- | --- | --- |
| Live Padlet |  | **Benchmark**: | **Date:** |



# 

# **FY 2025-2026 SIP Updates Based on Feedback Recommendations**

# **Gracewood Elementary SIP Implementation Details**

## **Reading Comprehension Action Plan**

Goal: By May 2026, increase Gracewood’s Student Reading Comprehension Competency from 24% to 42% as measured by the Georgia Milestones Assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Methods/Strategies | Resources Needed | Timeline | Accountability |
| Implement Weekly Fresh Read Sessions | • Weekly 30–40 min Fresh Read sessions focusing on fluency, vocabulary, comprehension  • Teacher models fluency; students echo, partner, or choral read  • Students track fluency & comprehension progress | • Leveled text sets (fiction & nonfiction)  • Fluency rubrics & comprehension logs  • Graphic organizers | Fall 2024: Teacher training & launch  Winter 2024–2025: Monitor fidelity  Spring 2025–2026: Align texts with Milestones rigor | • Teachers implement weekly  • Literacy coach monitors  • Principal walkthroughs |
| Embed Think-Aloud Strategies Across Literacy Instruction | • Teachers model predicting, questioning, clarifying, summarizing  • Students practice think-alouds in pairs/small groups  • Anchor charts kept visible | • PD on metacognition  • Strategy anchor charts  • Scripted think-aloud guides | Fall 2024: PD & launch  2024–2026: Daily integration  Spring 2025: Student-led think-alouds | • Teachers document use in lesson plans  • Coaches model & give feedback |
| Progress Monitoring & Data-Driven Adjustments | • Monthly Fresh Read fluency + comprehension checks  • Vocabulary quick-checks  • PLCs analyze benchmark & i-Ready/DIBELS data | • Digital data trackers  • Teacher data binders  • Benchmark assessments | Quarterly 2024–2026: PLC data reviews  Dec 2024, May 2025, Dec 2025: School-wide data reviews  May 2026: Final Milestones measure | • Teachers maintain binders  • PLC teams adjust instruction  • Admin leads data reviews |
| Family & Community Engagement | • 'Fresh Read at Home' passages with comprehension questions  • Parent workshops on think-aloud strategies  • Family literacy nights | • Take-home packets  • Parent-friendly guides (English/Spanish)  • Workshop materials | Spring 2025: First workshop  2025–2026: Monthly take-home resources | • Teachers send home resources  • Parent liaison supports workshops  • Admin tracks attendance |
| Professional Development & Coaching | • Bi-monthly PD on fluency, vocabulary, comprehension  • Instructional coaches model lessons  • Peer observation cycles | • PD calendar  • Coaching schedule  • Observation feedback forms | Fall 2024–Spring 2026: Ongoing PD & coaching  Spring 2025: Midpoint fidelity check | • Coaches lead PD  • Teachers participate in peer observations  • Principal ensures PD alignment |

## **Computation Achievement Action Plan**

Goal: By May 2026, increase Gracewood’s Student Computation Achievement from 21% to 44% as measured by the Georgia Milestones Assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Methods/Strategies | Resources Needed | Timeline | Accountability |
| Scaffolded Lessons | • Daily computation mini-lessons using 'I Do, We Do, You Do'  • Manipulatives and digital supports shifting toward abstract problem solving  • Tiered practice sets for varied readiness | • Manipulatives (base-10 blocks, fraction tiles)  • i-Ready, IXL Math  • Scaffolded lesson templates | Fall 2024: Teacher PD & launch  2024–26: Weekly scaffolded computation lessons  Quarterly: Lesson plan reviews | • Teachers implement  • Math coach observes  • Principal monitors |
| Situated Learning Strategies | • Connect computation to real-world contexts (school store, cafeteria data, science experiments)  • One project-based computation task per unit  • Math vocabulary walls tied to real-life tasks | • PBL task bank aligned to Georgia Standards  • Community partnerships (bank, grocery store, trades) | Spring 2025: Develop repository  2024–26: Implement one task per unit | • Teachers integrate projects  • Coaches provide support  • Admin reviews artifacts |
| Daily Ticket Out the Door | • 3–5 computation problems daily  • Teacher analyzes within 24 hours to adjust grouping/instruction  • Use paper or digital exit tickets | • Computation question bank  • Google Forms /Kahoot | Fall 2024: Launch routine  Monthly PLCs: Data discussions | • Teachers implement daily  • PLCs review samples  • Admin reviews fidelity |
| Success Criteria | • Daily 'I can' statements aligned to GSE  • Students use self-assessment checklists  • Anchor charts model expectations | • Computation 'I can' statements  • Student self-assessment rubrics | Fall 2024: Develop by grade level  2024–26: Ongoing daily use | • Teachers display and model  • Coaches observe  • Admin checks during walkthroughs |
| Class Discussions | • Number Talks/Math Congress 3x weekly  • Sentence stems for equity in talk  • Teachers facilitate with 'talk moves' | • Number Talks (Parrish)  • Discussion norms posters | Fall 2024: PD & launch  2025–26: Schoolwide use | • Teachers facilitate  • Coaches model  • Admin monitors |
| Peer Problem Solving | • Weekly peer-pair sessions with structured roles  • Collaborative protocols (Think-Pair-Share, Rally Coach)  • Multi-solution computation tasks | • Task cards K–5  • Protocol anchor charts | Fall 2024: Launch  Every 6 weeks: PLC review | • Teachers structure sessions  • PLCs share outcomes  • Admin observes |
| Daily Quick Facts | • 5-minute daily fact fluency warm-ups  • Individual progress charts  • Recognition of growth | • IXL Math, XtraMath  • Flashcards, dice, dominoes | Fall 2024: Launch schoolwide  9-week cycles: Review data | • Teachers track progress  • Coaches review fluency data  • Admin recognizes achievement |

# **Discipline & School Climate Action Plan**

Objective: By May 2026, decrease Gracewood's Student Suspension Rate from 23% to 10% as measured by Infinite Campus Data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Step | Methods/Strategies | Resources Needed | Timeline | Accountability |
| Student Council Committee – Student Voice & Leadership | Establish Student Behavior Advisory Committee within Student Council; Review expectations, co-develop incentives; Student-created posters/videos reinforcing SOARING. | Meeting space, staff facilitator, survey tools (Google Forms), poster materials. | Start Sept 2024 → Ongoing monthly until May 2026. | Student Council Sponsor, School Counselor, Assistant Principal |
| Weekly Peer Support – Peer Mentorship & Restorative Circles | Peer mentorship program pairing older students with younger peers; Weekly restorative support circles facilitated by staff/peer leaders. | Restorative Practices Toolkit, circle scripts, staff training. | Training: Oct–Nov 2024; Implementation: Dec 2024 → May 2026. | Counselor, Behavior Interventionist, Peer Mentors |
| Team Building Challenges – Schoolwide Positive Culture | Monthly grade-level team building challenges tied to SOARING themes; Incentives for winning teams (extra recess, lunch with principal). | Challenge kits, planning time. | Pilot: Jan 2025; Monthly events through May 2026. | PE Coach, Grade-Level Chairs, PBIS Team |
| "Caught Being Good" (SOARING) | Expand SOARING ticket system for recognition; Weekly announcements and 'SOARING Wall of Fame'. | Printed tickets, bulletin boards, small prizes. | Begin Sept 2024 → Ongoing weekly. | All teachers/staff, PBIS Coordinator |
| Parent Capacity Meetings – Partnership for Discipline Success | Quarterly parent meetings on discipline policies and SEL strategies; Provide take-home 'Parent Tip Sheets'. | Translated materials, childcare, refreshments. | First meeting: Oct 2024; Quarterly through May 2026. | Parent Engagement Specialist, Counselor, Administration |
| Parent Training Workshops – Behavior & SEL Skills | Monthly workshops on conflict resolution, positive reinforcement, SEL at home; Guest speakers (community/mental health partners). | Workshop facilitators, childcare, incentives (gift cards). | Launch Jan 2025 → Monthly until May 2026. | Family Engagement Coordinator, Community Partners |
| Reciprocal Parent/School Communication – Padlet | Launch Padlet for two-way communication: events, highlights, feedback, and resources; Weekly updates by staff, parent input. | Padlet, staff training, translation services. | Launch Sept 2024 → Weekly through May 2026. | Principal, Media Specialist, Parent Liaison |

# 

# **Monitoring & Evaluation Framework**

This framework provides a structured process for data collection, analysis, and reporting to support Gracewood Elementary’s Reading, Computation, and Discipline Action Plans. It includes timelines, responsible parties, and tools for ensuring accountability.

## **1. Data Sources & Collection Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal Area | Data Sources | Collection Frequency | Responsible Parties |
| Reading Comprehension | i-Ready, DIBELS, Fresh Read logs, Georgia Milestones | Monthly (Fresh Read), Quarterly (i-Ready/DIBELS), Annually (Milestones) | Teachers, Literacy Coach, Admin |
| Computation Achievement | Daily exit tickets data, Benchmark tests, Georgia Milestones | Daily (exit tickets), Quarterly (benchmarks), Annually (Milestones) | Teachers, Math Coach, PLCs, Admin |
| Discipline & Climate | Infinite Campus suspension data, SOARING tickets, Restorative Circle logs, Parent feedback (Padlet, surveys) | Weekly (SOARING), Monthly (circles), Quarterly (suspension), Ongoing (Padlet) | PBIS Team, Counselor, Admin, Parent Liaison |

## **2. Monitoring Activities & Timelines**

### **Reading Comprehension Plan**

- Monthly: Teachers collect fluency & comprehension checks during Fresh Read sessions; PLCs review.  
 - Quarterly: i-Ready and DIBELS reports analyzed in PLC meetings.  
 - Semester (Dec & May): Schoolwide data reviews led by Admin.  
 - Annually (May): Compare Milestones to goal benchmarks.

### **Computation Achievement Plan**

- Daily: Exit tickets collected and analyzed within 24 hours.  
 - Weekly: Math coach spot-checks lesson fidelity and student engagement.  
 - Quarterly: PLC reviews of computation benchmark data.  
 - 9-Week Cycles: Progress checks on Reflex/XtraMath fact fluency.  
 - Annually (May): Milestones analysis for growth toward 44% target.

### **Discipline & Climate Plan**

- Weekly: SOARING ticket counts analyzed by PBIS team; names shared in announcements.  
 - Monthly: Restorative circle logs reviewed.  
 - Quarterly: Infinite Campus suspension data compared against baseline.  
 - Semester: Parent surveys & Padlet feedback analyzed.  
 - Annually (May): Final suspension rate compared to 10% target.

## **3. Data Analysis & Reporting**

|  |  |  |  |
| --- | --- | --- | --- |
| Frequency | Activity | Method | Audience |
| Weekly | SOARING tickets, exit ticket trends | Teacher logs, PBIS dashboards | Teachers, PBIS Team |
| Monthly | Fresh Read logs, restorative circles | Shared Google Sheets, PLC meetings | Teachers, Coaches |
| Quarterly | Benchmark assessments, suspension data | Data trackers | Admin, School Council |
| Semester | Parent surveys, schoolwide progress reviews | Reports + visual dashboards | Parents, School Council |
| Annual | Georgia Milestones, suspension outcomes | Comprehensive SIP Evaluation Report | District, Community |

## **4. Roles & Responsibilities**

- Teachers: Collect daily/weekly classroom data.  
 - Instructional Coaches: Support fidelity, analyze trends, prepare quarterly reports.  
 - PBIS Team & Counselor: Track behavior interventions and ticket system.  
 - Administration: Lead reviews, compare data to SIP goals, report to district.  
 - Parent Liaison: Gather parent feedback via Padlet and surveys.

## **5. Feedback & Continuous Improvement Cycle**

1. Collect Data → classroom, discipline, family engagement sources.  
 2. Analyze Data → PLCs and admin identify strengths & gaps.  
 3. Adjust Supports → reteaching, small groups, revised discipline supports.  
 4. Communicate Findings → updates to parents, staff, district.  
 5. Monitor Progress → repeat cycle quarterly.

## **6. Timeline Overview (2024–2026)**

|  |  |
| --- | --- |
| Timeframe | Key Monitoring Actions |
| Fall 2024 | Teacher PD launches; Fresh Read & computation lessons begin; SOARING tickets tracked. |
| Winter 2024–2025 | First fidelity checks; first quarterly suspension/benchmark review. |
| Spring 2025 | Midyear reviews; Parent workshops and surveys begin. |
| Fall 2025 | Adjust strategies based on Year 1 data; deepen parent workshops. |
| Winter 2025–2026 | Ongoing quarterly monitoring; parent survey + data analysis. |
| Spring 2026 | Final Milestones & suspension rate analysis; SIP summative evaluation. |

# **Professional Development Plan**

This Professional Development (PD) plan is designed to build teacher and staff capacity in alignment with Gracewood Elementary’s School Improvement Plan (SIP). It provides a structured schedule of training, coaching, and collaboration opportunities to ensure fidelity of implementation across Reading Comprehension, Computation, and Discipline & Climate initiatives.

## **1. PD Focus Areas**

- Reading Comprehension: Fluency instruction, vocabulary development, comprehension strategies, think-aloud modeling, data-driven adjustments.  
 - Computation Achievement: Scaffolded math instruction, real-world problem solving, fact fluency, number talks, peer problem-solving strategies.  
 - Discipline & Climate: PBIS strategies, restorative practices, classroom management, family engagement techniques, SOARING implementation.  
 - Data Use: Training on data collection, analysis tools, and applying results in PLCs.

## **2. PD Structures & Formats**

- Bi-Monthly Whole Staff PD Sessions: 90-minute sessions on literacy, math, or behavior.  
 - Instructional Coaching Cycles: Classroom modeling, co-teaching, and feedback every 6 weeks.  
 - Peer Observation Cycles: Teachers paired for observation & reflection once per semester.  
 - PLCs: Weekly meetings for data analysis and strategy alignment.  
 - Family Engagement Training: Quarterly sessions on parent partnerships, communication tools, and workshop facilitation.

## **3. Timeline of Professional Development (2024–2026)**

|  |  |  |
| --- | --- | --- |
| Timeframe | PD Focus | Activities |
| Fall 2024 | Launch & Foundations | - Fresh Read training on fluency & comprehension  - Math PD on scaffolded computation lessons  - PBIS orientation & SOARING ticket rollout  - Data tracker training for all teachers |
| Winter 2024–2025 | Fidelity & Adjustment | - Think-Aloud strategy modeling  - Restorative practices workshop  - PLC deep dives into i-Ready/DIBELS & math exit tickets  - Midyear data analysis training |
| Spring 2025 | Expansion | - Student-led think-aloud coaching  - Number Talks & peer math problem solving  - Parent engagement PD: workshop facilitation  - Suspension data reflection & adjustments |
| Fall 2025 | Refinement | - Advanced comprehension & vocabulary strategies  - Integrating computation into real-world projects  - Restorative circles peer mentor training  - Year 1 SIP reflection & refinement workshops |
| Winter 2025–2026 | Deepening Practice | - Cross-content literacy strategies  - Fact fluency intervention strategies  - Climate culture-building activities  - Parent survey analysis & action planning |
| Spring 2026 | Sustainability | - Preparing for Milestones: aligning literacy & math rigor  - SIP final implementation fidelity review  - Teacher-led PD sessions to sustain practices  - Final suspension reduction strategy review |

## **4. Roles & Responsibilities**

- Principal & AP: Ensure PD alignment with SIP, lead discipline-related PD, monitor fidelity.  
 - Instructional Coaches: Design & deliver PD sessions, model lessons, facilitate coaching cycles.  
 - Teachers: Implement strategies, engage in PLCs, participate in observations & feedback cycles.  
 - PBIS Team: Lead SOARING & behavior PD, track reinforcement systems.  
 - Parent Liaison: Train staff in parent communication, support family engagement PD.

## **5. Evaluation of PD Effectiveness**

- Teacher Feedback: Collected after each PD session.  
 - Classroom Observations: Conducted monthly by admin & coaches.  
 - PLC Data Reviews: Used to check implementation fidelity.  
 - Student Data: Improvement in reading comprehension, math computation, and reduced suspensions serve as ultimate PD effectiveness measures.

# **Digital Tools Integration Plan**

This section expands the current SIP by detailing strategies for integrating digital tools into Reading Comprehension, Computation Achievement, and Discipline & Climate initiatives. The goal is to leverage technology to enhance engagement, personalize learning, and streamline data collection.

## **1. Reading Comprehension – Digital Strategies**

- i-Ready & DIBELS Online Reports: Use dashboards for individualized student progress monitoring.  
 - Fluency Practice Apps: Students record oral readings via Flip (Flipgrid) or Seesaw for teacher and peer feedback.  
 - Vocabulary Development: Use Quizlet or Nearpod for interactive vocabulary games tied to Fresh Read texts.  
 - Think-Aloud Modeling: Teachers create video think-alouds shared on Padlet or Google Classroom for student review.  
 - Digital Data Trackers: Google Sheets/Forms for logging comprehension checks, accessible to PLC teams.

## **2. Computation Achievement – Digital Strategies**

- Adaptive Math Programs: IXL/ Xtra Math, and i-Ready for scaffolded practice with real-time adjustments.  
 - Exit Ticket Platforms: Google Forms, Kahoot for quick daily computation checks with instant analytics.  
 - Virtual Math Manipulatives: for online fraction tiles, base-10 blocks, and number lines.  
 - Number Talks & Math Congress: Use Whiteboard.fi for collaborative digital math discussions.  
 - Fact Fluency Progress: Track growth using Reflex Math dashboards; celebrate milestones digitally on class websites.

## **3. Discipline & Climate – Digital Strategies**

- SOARING Tickets Online: Implement a digital version of SOARING tickets through ClassDojo or PBIS Rewards for real-time recognition.  
 - Restorative Circle Logs: Use Google Forms for reflection journals and track themes in Sheets for counselor review.  
 - Parent/School Communication: Expand Padlet use with embedded videos, digital newsletters (via Smore/Canva), and two-way Q&A sections.  
 - Behavior Data Dashboards: Google Data Studio dashboards linked to Infinite Campus data to visualize suspension trends.  
 - Student Voice: Use Google Forms or Flip to gather anonymous feedback on school climate.

## **4. Professional Development – Digital Integration**

- Teacher PD: Sessions on using data dashboards, digital reading/math tools, and classroom management apps.  
 - Coaching Cycles: Coaches model tech integration (e.g., Fresh Read with Flip recordings, math lessons with Kahoot exit tickets).  
 - PLC Collaboration: Use Google Drive shared folders and Padlet walls for cross-grade lesson sharing and reflection.

## **5. Timeline for Digital Tool Integration (2024–2026)**

|  |  |  |
| --- | --- | --- |
| Timeframe | Digital Integration Focus | Activities |
| Fall 2024 | Foundations | - Teacher PD on i-Ready/DIBELS dashboards  - Launch digital SOARING tickets (pilot)  - Introduce Google Forms exit tickets |
| Winter 2024–2025 | Fluency & Math Practice | - Use Flip/Seesaw for Fresh Read recordings  - SPLAT for Number Talks  - Launch Reflex dashboards for tracking |
| Spring 2025 | Expansion | - Student-led digital think-alouds  - Kahoot/Quizlet for vocabulary  - First quarter suspension data dashboard shared with staff |
| Fall 2025 | Refinement | - Embed adaptive tech into Tier 2 interventions  - Expand Padlet to include parent-student discussion boards |
| Winter 2025–2026 | Deepening Practice | - Digital restorative reflections via Forms  - Cross-content digital collaboration in PLCs |
| Spring 2026 | Sustainability | - Teacher-led PD on digital best practices  - District presentation of digital integration outcomes |

# Appendix: Whole Child Wellness Monitoring Tool

Whole Child Wellness Tracker

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A white sheet of paper with writing

AI-generated content may be incorrect.