

Jackson County School Board

Grand Ridge School



2015-16 School Improvement Plan

Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

<http://grs.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Grand Ridge School is building a better world one student at a time.

Provide the school's vision statement

The vision of Grand Ridge School and the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

School Environment

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

Teachers learn about student cultures from student and parent surveys, conferences with students and communication with parents. At the beginning of the school year Grand Ridge School hosts a parent night for each grade so teachers and parents can familiarize themselves with each other. Teachers often read stories or do lessons about different cultures to give students a better understanding of the different cultures in our area during the first days of school and throughout the school year..

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

Grand Ridge School staff creates an environment where students feel safe by not tolerating demeaning behavior from other students. Teachers are trained yearly in anti bullying which trains educators in looking for indicators. As a staff we want each student to feel self worth and value. Students who show a need take part in the backpack program- students are given backpacks full of food to get the nutritious and easy-to-prepare food so they need to get enough to eat on the weekends and during school vacations.

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

Grand Ridge School's Positive Behavior Support Team has established expectations for students grades K-8. K-5 Teachers will set discipline guidelines within their grade level for a student to participate in a good behavior event for all four nine weeks. The behavioral guidelines for elementary are no discipline referrals as well as teacher recommendations according to each classroom management plan. The expectations for grades 6-8 are for all students to abide by GRS standards and to remain referral free. Additional appreciation will be given to students who do not interrupt the learning environment. Student peace treaties were sent home with all middle school students so parents and students could go over the treaty, sign and return to school. Positive behavior coupon sheets will also be used during each grading period. There will also be an end of the year celebration for students who met all positive behavior criteria.

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

Grand Ridge School ensures that the social emotional needs of students are being met by having two full time school counselors on staff to help with students as necessary. The guidance department offers help to administrators, teachers, parents and students to help deal with problems in the classroom as well as within the school environment. The faculty and staff have created a support system monitor at risk students who have social-emotional needs. School wide character traits are being taught to the students K-8 and with intentions to promote positive behavior. Private counseling services are also offered to students who show need. The RTI team and county behavioral specialist assist in helping with interventions to ensure that students are successful.

Early Warning Systems

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

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

Grand Ridge School SIP team has generated a report from our FOCUS portal that identifies at risk students for either grades, attendance, referrals, etc. State assessment scores are also an indicator that is used in identifying at risk students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	9	10	11	10	8	4	5	4	0	0	0	0	77
One or more suspensions	2	6	2	4	3	8	17	20	8	0	0	0	0	70
Course failure in ELA or Math	10	3	1	5	2	1	14	24	21	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Less than 30% on Stanford 10 in reading and/or math	15	13	16	0	0	0	0	0	0	0	0	0	0	44

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	6	8	5	1	5	0	0	0	0	0	0	0	36

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

Intervention strategies currently being used by our school is our teacher/ student mentor program. Teachers have volunteered to mentor our at risk students through the use of Progress PowWow. Teachers have been given no more than four students each to mentor. Teachers will document meetings with students and encourage positive behavior, attendance and grades. Grand Ridge School's Response To Intervention Team will meet and discuss strategies that teachers can use with their tier 2 and 3 students in the classroom. If interventions are not successful then further action will be taken by the team which may include a formal evaluation. Teachers also refer students to the RTI

team as needed due to EWS. Teachers are also pulling students in small groups for Triple i instruction; a reading remediation teacher is pulling small groups as well to target specific skills using Lexia and MobyMax. Sixth grade students are in 90 minute math blocks and seventh and eighth grade students in research classes will use MobyMax math twice weekly to work on basic math skills.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/290183>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Grand Ridge School builds and sustains partnerships with local stakeholders in order to establish meaningful relationships and ensure that all stakeholders have the same vision, encourage communication between the school and community and collaborate on challenges as well as solutions. Efforts between the school and community are data driven which is precise and clear and directly effect student achievement. The school provides information to parents and the community through the school website, <http://grs.jcsb.org/>, local newspapers, Tribal Newsletters, Grade Group letters, Remind 101 and Focus.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Kent, Laura	Principal
Melvin, Barbara	
Scott, Anna	
Blanton, Travis	Assistant Principal
Kleiser, Nicole	Instructional Media
Dowling, Don	Teacher, K-12
Carter, Melissa	Teacher, ESE
McDaniel, Caitlin	Teacher, K-12

Duties

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

Principal Laura Kent- Functions as the instructional leader; provides a common vision for the use of data based decision making, ensures the team is implementing RTI; ensures implementation of intervention and support and documentation, ensure professional development activities to support RTI implementation and communicate with parents regarding the school based RTI plans and activities.

RTI Team Leader Amber Tucker/ Barbara- Participates in the collection and analysis of data; provides services and expertise on issues ranging from programs to assessment and intervention based on individual student needs; directs activities of the team.

Record Keeper Barbara Melvin- Participates in the collection and analysis of data; documents and completes all paperwork required in meetings; serves as the time keeper.

Data Coach/ Technology Specialist Nicole Kleiser Provides expertise and technology necessary to manage and display data; provides professional and technical support to teachers and staff regarding data management and display.

Content Specialist Anna Scott-Provides guidance and technical assistance to teachers; regarding data based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; assists with materials and interventions.

Behavior Specialist Melissa Carter/Travis Blanton- Assists in student data collection, provides assistance in identifying function of appropriate behavior and designing behavior plans when necessary. The Behavior Specialist may also assist in training the interventionist on behavioral strategies when necessary.

Speech/ Language Pathologist (as needed)- Caitlin McDaniel

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

Using data measured from formative, progressive, diagnostic and summative assessments the school makes meaningful decisions to assist students with a continuum of educational needs. As deficiencies are noted the SIP team discusses these issues with the SAC where recommendations for changes can be made.

Title I, Part A - Title 1 funds are being used to supplement math and reading programs in the school.

Supplemental Academic Instruction (SAI)- Supplemental Academic Instruction is being provided to assist students who are not meeting grade level standards. Reading remediation materials have been purchased for all students in grades 3-8.

Violence prevention program- The school introduces the students to anti bullying instruction throughout the year. Banners are posted throughout the school along with instruction in the classroom. Students are rewarded for appropriate behavior.

Head Start- Our pre-school students are here on vouchers as needed. This is to help prepare the young children in our community so they might be successful when they enter kindergarten.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anna Scott	Teacher
Laura Kent	Principal
Linda Long	Teacher
Georgia Scott	Student
Stephanie Wilkinson	Parent
Charlotte Gardner	Business/Community
Child's Farms	Business/Community
Kiara Garrett	Student
Anita Halling	Parent
Melissa Harrell	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

In the 2014-15 school year Grand Ridge School's umbrella goal was to provide effective leadership and continuous support to create and sustain a nurturing school environment so individual student and school outcomes will show improvement and we feel as a committee that we didn't meet the following goal in a school year so we will continue and work towards mastering this goal. Resources that we have in place at school are all students in grades K-8 have one on one digital devices, students in grades 4-8 will be allowed to take their tablets home daily, cross curricular instruction will tie reading and math into all other subjects, teams will be formed between faculty and staff and will work closely together on school related issues to help improve the education of each student as well as teacher and student morale, numerous computer software programs and supplemental/ remedial workbooks. Target barriers that may interfere with our school goals are student difficulty with basic math skills, lack of parental involvement, application of reading strategies in all classes and low socioeconomic status of students.

One strategy that Grand Ridge School will implement for the 15-16 school year is that various math strategies will be implemented in all grades such as elementary teachers will drill their students on basic math facts weekly, supplemental materials have been purchased for students in grades 3-8, 6th grade students have a 90 minute math block and 7th and 8th grade students in research classes will use Think Through Math and Moby Max for remediation twice a week. Students struggle with the application of reading strategies in all curriculums so in the 2015-16 school year English Language Arts standards will be taught cross curricular to ensure that all students are receiving meaningful reading instruction in all classes. Teachers will differentiate instruction as need to meet the learning needs of all students. Students will use their digital devices in all classes. Teachers will use data from standardized tests, formal and informal assessments to provide instruction for students and their multiple needs. Data drives instruction in the classroom by allowing teachers to shape and customize instruction to meet the needs of students and measure their progress towards academic goals as well as Florida Standards. Grand Ridge School would also like to see parental involvement continue to increase this school year. Our school will provide numerous opportunities for parents to participate in school activities during the day such as Moms and Muffins and Dads and Doughnuts. We will also provide grade level orientation nights and the school will provide links for parent activities through the school website as well as information being sent home through the school tribal newsletter so parents will be informed of upcoming school and district events. School agenda books will be given to students in grades 2-8 and K-1 students will use Nikki folders to increase parent/ teacher communication. Each GRS teacher has a Remind 101 account so they send out daily/ weekly

updates about class assignments or school events. Grand Ridge School also has a PTO Facebook page which is updated regularly. Professional development trainings that GRS teachers will receive throughout the 15-16 school year are technology, data, Marzano and Kagan.

Development of this school improvement plan

The SAC is involved in the approval of the plan as well as the preparation and evaluation. The team has disaggregated data and indicated strengths and weaknesses within the school as well as grade groups. The SACS team also presented the plan to the faculty on August 8, 2014. Charts and graphs were used to show the areas of decline in student achievement and the areas in which students had the most success. The SAC also assists the administration with the annual school budget that is associated with the School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Committee will meet September 2, 2015 and engage in planning with Grand Ridge School teachers and staff, parents, students and community stakeholders to develop a budget and guide disbursement of school funds. The meeting will also address how the funding will assist in providing a high quality education for all students.

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

The use of school improvement funds allocated last year were used to purchase agenda books and Nikki folders for students.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kent, Laura	Principal
Melvin, Barbara	Guidance Counselor
Addison, Cathi	
Blanton, Travis	Assistant Principal
Pelt, Ashley	Teacher, K-12
Kleiser, Nicole	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT team this school year is to analyze reading data that will assist teachers in making instructional decisions for school wide reading improvement. The Team will help teachers incorporate common core standards into all classes. Teachers promote Accelerated Reading across all grades and students are rewarded when meeting their individual reading goals each nine weeks. The literacy team will also identify students who are meeting benchmarks and those

at risk for not meeting standards. Teachers will mentor individual students who are at risk. The team will also identify common barriers to students success and aide in helping teachers develop strategies that will help struggling learners. The goal is to increase reading scores/ reading learning gains for the 2015-2016 school year and ensure that every student is making adequate progress.

Public and Collaborative Teaching

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

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

Different strategies that Grand Ridge School plans to implement for the 2015-16 school year are as follows: teachers will mentor each other, collaborative grade group meetings, data meetings to discuss strengths and weaknesses and teacher workday meetings.

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

The person responsible for recruiting staff is the principal. Strategies used to recruit highly qualified teachers are as follows; Principal ensures that applicants meet the requirements outlined by the state with reference to highly qualified teachers, all beginning teachers are placed with full time mentors for observations and evaluations. The principal ensures that research based professional development and pedagogy is used to enhance all teachers professional practices. Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible through the school board website as well as the PAEC website. Newly hired teachers are provided a seasoned teacher as a school mentor and district support through the beginning teacher program.

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

New teachers will be paired with experienced teachers, teachers who are not new to the profession but to our school will have a buddy teacher; pairings will be based on current teaching assignments; activities will include but not limited to classroom observations, lesson planning meetings, lesson breakdowns, checklists designated by the district and providing instructional support as needed. New teachers for the 2015-2016 school year are Deborah Schraeder, Kathryn Huffman, Jennifer Grantham, Cay Gallaway, Leah Stewart and Carrie Conner.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school will ensure that its core instructional programs and materials are aligned with Florida standards by allowing our standards to be our framework and teaching the standards in every classroom. All teachers have a CPALMS account in which they have access to lessons and resources for every standard taught in grades K-8. Digital one on one devices will be available for all K-8 students, students in grades 4-8 will be allowed to take their tablets home.

Instructional Strategies

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

Grand Ridge School uses data from standardized tests, Focus, evaluations and teacher recommendations to provide effective instruction for students and their diverse needs. Data drives instruction in the standard classroom by allowing teachers to shape and customize their instruction to meet the needs of students and measure their progress towards academic goals as well as Florida standards. Triumph learning coach books have been purchased for students in grades 3-8, remediation materials are also being used for math and science.

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

Strategy: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

Strategies that will be used to help assist preschool children in transition are; PreKindergarten staff and parents will meet to plan transition activities, materials will be provided to parents related to Kindergarten, staff will conduct meetings with parents as well as an end of year conferences. Grand Ridge 5th grade and Sneads Elementary 5th grade students have a meet and greet day near the end of the school year. Students tour the campus and have a lunch with each other at the park; parents are encouraged to attend. At the beginning of the school year students and parents have a grade level parent orientation night to answer any questions that parents might have and teachers explain procedures and expectations for each class. Sneads High School guidance department visits and assists students in creating schedules for their 9th grade year.

College and Career Readiness

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

Sneads High School guidance department meets with eighth grade students near the end of the school year to discuss scheduling options as well as courses that will be needed in order to graduate. Students are given forms to take home and discuss with parents/ guardian which helps in planning their freshmen year. GRS guidance counselors also help students in planning their ninth grade year.

Parents/ Guardians are given information so that they are aware which classes their child will need in order to graduate.

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

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

Students are encouraged to participate in take your child to work day every spring. The FFA hosts a Farm Day annually and students in grades K-8 participate. Students in agriculture classes compete in numerous events that expose them to careers in agriculture. Students enrolled in business education classes are exposed to different careers that involve technology; students also compete in district and state competitions.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In the 2015-2016 school year Grand Ridge School will continue to provide effective leadership and continuous support to create and sustain a nurturing school environment so individual student and school outcomes will show improvement.

Strategic Goals Detail

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

G1. In the 2015-2016 school year Grand Ridge School will continue to provide effective leadership and continuous support to create and sustain a nurturing school environment so individual student and school outcomes will show improvement. **1a**

G075150

Targets Supported **1b**

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
Instructional Minutes	50.0

Resources Available to Support the Goal **2**

- All students in grades K-8 will have one on one devices.
- Cross curricular instruction will tie reading and math into all others subjects.
- Teams will be formed between faculty and staff and will work closely together on school related issues to help improve the education of each student as well as teacher and school morale.
- Computer software programs
- Supplemental/ Remedial workbooks

Targeted Barriers to Achieving the Goal **3**

- Students continue to have difficulty with their basic math skills in grades 3-8.
- Lack of parental involvement.
- Difficulty of application of reading strategies in all curriculum.
- Low socioeconomic status of students

Plan to Monitor Progress Toward G1. **8**

Summative and formative assessments

Person Responsible

Laura Kent

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

State assessment scores

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. In the 2015-2016 school year Grand Ridge School will continue to provide effective leadership and continuous support to create and sustain a nurturing school environment so individual student and school outcomes will show improvement. **1**

 G075150

G1.B1 Students continue to have difficulty with their basic math skills in grades 3-8. **2**

 B196224

G1.B1.S1 Math strategies will be implemented in all subject areas. Elementary teachers will drill their students on basic math skills such as addition, subtraction, multiplication and division. Supplemental materials have been purchased for students in grades 3-8, 6th grade students have 90 minute math blocks and 7th and 8th grade students in research classes will use Think Through Math and Moby Max for remediation twice a week. **4**

 S207952

Strategy Rationale

Action Step 1 **5**

Elementary and Middle school math teachers will implement different ways to help struggling students with their basic math facts. Students will be given math homework and will use computer software with their digital devices to increase math skills.

Person Responsible

Laura Kent

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

Students scoring below grade level will make learning gains on the 2015-2016 state assessment. Student progress will be monitored through formal and informal assessments as well as software data.

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

Student progress will be monitored through the use of formal and informal assessments.

Person Responsible

Laura Kent

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student achievement scores, classroom assessment data

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

Administration and the School Leadership Team will analyze data that has been collected to determine if at risk students are making progress in targeted areas.

Person Responsible

Laura Kent

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

student grades, teacher observations, end of 9 week exams, fluency checks, assessment data

G1.B2 Lack of parental involvement. 2

B196225

G1.B2.S1 Numerous opportunities will be available for parents to participate in school activities during the day, grade level parent orientation nights, the school will provide links for parents activities through the school website, as well as school information sent home monthly in the tribal newsletter in which the parents will be informed of upcoming events and district events. School agenda books will be given to students grades 2-8 to promote parent and teacher communication. Kindergarten and First grade students will use Nikki folders as a daily communication tool. Teachers will also have REMIND accounts where parents can sign up to receive updates about student classes and assignments. Grand Ridge School also has a PTO Facebook page and post updates regularly. 4

S207953

Strategy Rationale

Action Step 1 5

We would like to see parental involvement continue to increase in the 2015-2016 school year.

Person Responsible

Laura Kent

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

classroom sign in sheets, visitor logs, teacher meeting forms, SACS committee and PTO, REMIND 101

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will approve school and grade level newsletters as well as newspaper publications.

Person Responsible

Laura Kent

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

completed newsletters, publications

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Parent involvement survey in Fall 2015 and Spring 2016

Person Responsible

Laura Kent

Schedule

Semiannually, from 8/10/2015 to 5/26/2016

Evidence of Completion

Parental involvement survey

G1.B3 Difficulty of application of reading strategies in all curriculum. 2

 B196226

G1.B3.S1 Reading skills will be taught in all subjects. Individual digital devices will be available for all K-8 students. Remedial workbooks have been purchased for students in grades 3-8. 4

 S207954

Strategy Rationale

Action Step 1 5

English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful reading instruction in all curriculum areas. Teachers will differentiate instruction as needed to meet the needs of all students. All students are equipped with digital devices.

Person Responsible

Laura Kent

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

lesson plans, classroom observations, meetings with faculty

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Grade level groups will meet to discuss student progress in the areas of reading. Teachers will target students who seem to be struggling with reading skills according to their most recent data.

Person Responsible

Laura Kent

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Grade level meetings, student grades, early warning system indicators, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will meet with teachers to discuss data and determine if meaningful progress is being made by struggling students.

Person Responsible

Laura Kent

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Lesson plans, progress monitoring of students, assessments

G1.B4 Low socioeconomic status of students **2**

B196227

G1.B4.S1 Students in grade PK-8 at GRS who show an economic need receive free or reduced lunch. Some students also receive weekend backpack meals to take home on Fridays and over holidays. Technology fees can be waived/ lowered for low income families and internet is being offered at discounted rates for those that fit the criteria. All students have digital devices in the classroom. **4**

S207955

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Elementary and Middle school math teachers will implement different ways to help struggling students with their basic math facts. Students will be given math homework and will use computer software with their digital devices to increase math skills.	Kent, Laura	8/10/2015	Students scoring below grade level will make learning gains on the 2015-2016 state assessment. Student progress will be monitored through formal and informal assessments as well as software data.	5/26/2016 daily
G1.B2.S1.A1	We would like to see parental involvement continue to increase in the 2015-2016 school year.	Kent, Laura	8/10/2015	classroom sign in sheets, visitor logs, teacher meeting forms, SACS committee and PTO, REMIND 101	5/26/2016 daily
G1.B3.S1.A1	English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful reading instruction in all curriculum areas. Teachers will differentiate instruction as needed to meet the needs of all students. All students are equipped with digital devices.	Kent, Laura	8/10/2015	lesson plans, classroom observations, meetings with faculty	5/26/2016 daily
G1.B4.S1.A1	[no content entered]			one-time	
G1.MA1	Summative and formative assessments	Kent, Laura	8/10/2015	State assessment scores	5/26/2016 quarterly
G1.B1.S1.MA1	Administration and the School Leadership Team will analyze data that has been collected to determine if at risk students are making progress in targeted areas.	Kent, Laura	8/10/2015	student grades, teacher observations, end of 9 week exams, fluency checks, assessment data	5/26/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student progress will be monitored through the use of formal and informal assessments.	Kent, Laura	8/10/2015	Student achievement scores, classroom assessment data	5/26/2016 quarterly
G1.B2.S1.MA1	Parent involvement survey in Fall 2015 and Spring 2016	Kent, Laura	8/10/2015	Parental involvement survey	5/26/2016 semiannually
G1.B2.S1.MA1	Administration will approve school and grade level newsletters as well as newspaper publications.	Kent, Laura	8/10/2015	completed newsletters, publications	5/26/2016 monthly
G1.B3.S1.MA1	Administration will meet with teachers to discuss data and determine if meaningful progress is being made by struggling students.	Kent, Laura	8/10/2015	Lesson plans, progress monitoring of students, assessments	5/26/2016 monthly
G1.B3.S1.MA1	Grade level groups will meet to discuss student progress in the areas of reading. Teachers will target students who seem to be struggling with reading skills according to their most recent data.	Kent, Laura	8/10/2015	Grade level meetings, student grades, early warning system indicators, classroom observations	5/26/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. In the 2015-2016 school year Grand Ridge School will continue to provide effective leadership and continuous support to create and sustain a nurturing school environment so individual student and school outcomes will show improvement.

G1.B3 Difficulty of application of reading strategies in all curriculum.

G1.B3.S1 Reading skills will be taught in all subjects. Individual digital devices will be available for all K-8 students. Remedial workbooks have been purchased for students in grades 3-8.

PD Opportunity 1

English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful reading instruction in all curriculum areas. Teachers will differentiate instruction as needed to meet the needs of all students. All students are equipped with digital devices.

Facilitator

Laura Kent

Participants

School Faculty

Schedule

Daily, from 8/10/2015 to 5/26/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Elementary and Middle school math teachers will implement different ways to help struggling students with their basic math facts. Students will be given math homework and will use computer software with their digital devices to increase math skills.	\$0.00
2	G1.B2.S1.A1	We would like to see parental involvement continue to increase in the 2015-2016 school year.	\$0.00
3	G1.B3.S1.A1	English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful reading instruction in all curriculum areas. Teachers will differentiate instruction as needed to meet the needs of all students. All students are equipped with digital devices.	\$0.00
4	G1.B4.S1.A1		\$0.00
			Total: \$0.00