

Jackson County School Board

# Grand Ridge School



2016-17 Schoolwide Improvement Plan

## Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

<http://grs.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	D	C

*\*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 11/22/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Grand Ridge School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. 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.

#### 2. School Environment

##### a. 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 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.

##### b. 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 for the weekend and holidays.

##### c. 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 is 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 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. Teachers are also using Kagan structures in and out of the classroom to promote positive school wide behavior.

##### d. 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 assistance 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 to monitor at risk students who have social-emotional needs. School wide character traits are being taught to students K-8 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.

### 3. Early Warning Systems

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

#### a. 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. Teachers monitor students quarterly and compile a watch list.

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

##### 1. 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	15	12	10	7	13	12	45	42	47	0	0	0	0	203
One or more suspensions	2	0	4	1	4	4	14	1	3	0	0	0	0	33
Course failure in ELA or Math	0	2	0	2	6	2	0	9	10	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	1	12	9	12	15	9	0	0	0	0	58
Two or more EWS indicators	1	2	0	2	8	6	12	8	10	0	0	0	0	49

##### 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	1	2	0	2	8	6	12	8	10	0	0	0	0	49

#### c. 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. Triumph ELA Coach books have been ordered for grades 3-8 and grades 5 and 8 in science. Students in sixth grade will have 90 minute math and ELA blocks; 7th and 8th grade students will have 90 minute ELA blocks. Students in 7th and 8th grade will have research classes and students will use Think Through Math and iReady math at least 3 times weekly. Elementary teachers will use the Carmen Riviere writing program in order to help students become better writers. A remediation teacher will be accessible to students in elementary, Students in grades K-5 will continue to use MobyMax, iReady reading and iReady math. Grand Ridge School has a Response To Intervention Team who will meet monthly 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 will also be responsible for breaking down their student data and focusing on standards that students have historically not mastered. There will be monthly administration and team meetings to discuss progress and drill down data of students at risk. Teachers and Staff will report truancy issues as needed. Teachers will also use Kagan structures to decrease negative behaviors through the use of cooperative learning, different structures and praise. By using the numerous structures and strategies our school would like to see higher test scores in all grades, a boost in student self esteem and 100% engagement in all classes.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

Parental involvement targets for Grand Ridge School are as follows; opportunities will be provided for parents to participate in school activities, grade level parent orientation nights will be offered for all students K-8, the school website will provide links for parent activities as well as important school information, monthly newsletters will be sent home by students which will provide information on school events as well as important district events and classroom teachers will set up Remind accounts for classes to keep parents up to date with specific classroom information.

### 2. 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. Teachers also post events and reminders on the Grand Ridge PTO Facebook page.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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



Name	Title
Kent, Laura	Principal
Melvin, Barbara	School Counselor
Scott, Anna	SAC Member
Blanton, Travis	Assistant Principal
Kleiser, Nicole	Instructional Media
Dowling, Don	Teacher, K-12
Tucker, Amber	Administrative Support
McDaniel, Caitlin	Teacher, K-12

## **b. Duties**

### **1. 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 Melvin/ Haley Burdeshaw- 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 Nichole Kleiser-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 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

### **2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Anna Scott	Teacher
Laura Kent	Principal
Child's Farms	Business/Community
Jasmine Thomas	Teacher
Nichole Kleiser	Parent
Brayden Harrell	Student
Debbie Dolan	Parent

### b. Duties

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

**a. Evaluation of last year's school improvement plan**

One strategy that Grand Ridge School implemented for the 15-16 school year were various math strategies were implemented in all grades: for example; elementary teachers drilled their students on basic math facts weekly, supplemental materials were purchased for students in grades 3-8, 6th grade students had a 90 minute math block and 7th and 8th grade students in research classes used Think Through Math and Moby Max for remediation twice a week. Students continuously struggled with the application of reading strategies in all curriculum so in the 2015-16 school year English Language Arts standards were taught cross curricular to ensure that all students received meaningful reading instruction in all classes. Teachers differentiated instruction as needed to meet the learning needs of all students. Students used their digital devices in all classes. Teachers analyzed data from standardized tests, formal and informal assessments to provide instruction for students and meet their multiple needs. Data drove 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 also saw parental involvement continue to increase during school year with activities such as Moms and Muffins, Dads and Doughnuts, Thanksgiving lunch, etc. GRS also provided grade level orientation nights and the school will provided links for parent activities through the school website as well as information being sent home through the school tribal newsletter so parents were informed of upcoming school and district events. School agenda books were given to students in grades 2-8 and K-1 students used Nikki folders to increase parent/ teacher communication. Each GRS teacher had a Remind 101 account so they

could give daily/ weekly updates about class assignments or school events. Grand Ridge School also had a PTO Facebook page which was updated regularly.

Professional development trainings that GRS teachers received throughout the 15-16 school year were technology, data, Marzano and Kagan. Grand Ridge received a letter grade of C for the 15-16 school year. Areas of weakness were 4th, 5th and 6th grade ELA and Mathematics. 5th grade science was also an area of weakness with only 33% of students scoring a level 3 or higher. 3rd grade reading scores were the highest in the county,

***b. 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 desegregated 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 October 20, 2016. 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.

***c. Preparation of the school's annual budget and plan***

The School Advisory Committee met September 27, 2016 and engaged 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 would assist in providing a high quality education for all students. Numerous invites and reminders were sent home with students as well as through the use of social media and email.

***2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

***1. Describe how the LLT or similar group promotes literacy within the school, if applicable.***

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. Triumph Coach books have been purchased for all students in grades 3-8 to help with reading strategies. 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 lowest 25% in the 2016-17 school year and ensure that every student is making adequate yearly progress.

## **D. Public and Collaborative Teaching**

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

### **1. 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 2016-17 school year are as follows: veteran teachers will mentor new teachers, collaborative grade group meetings monthly, administration meetings, data meetings to discuss strengths and weaknesses of at risk students and teacher workdays.

### **2. 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.

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

New teachers to our school will have a mentor teacher and 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. Teachers who have experience but are new to our school for the 2016-2017 school year are Rita Alday, Haley Burdeshaw, Tricia Johnson, Joy Shouse, Chasity Tharp, Claudia Green, Kristin Hamilton and Mandi Griffin. Bob Bloomer is a first year teacher and will be mentored by Rebecca Beasley.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

**1. 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.

**b. Instructional Strategies**

**1. 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. Students have access to numerous apps with their digital devices which are used to target needed skills as well as enhancing standards taught in the classroom.

**2. 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**

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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. Pre-K students will also visit Kindergarten for the day in April. Grand Ridge School also host Kindergarten registration the first week of May. 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. Sneads High School invites students to tour the campus near the end of the school year and the guidance department gives materials and information to students as well as assisting in creating schedules for their upcoming 9th grade year. Grand Ridge School also hosts an Open House for sixth grade only so they can get acquainted with the school and hosts K-5, 7 and 8 at a different time and day. 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.

## **b. College and Career Readiness**

### **1. 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.

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

### **3. 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.

### **4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

## **A. Problem Identification**

### **1. Data to Support Problem Identification**

#### **b. 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:

*No files were uploaded*

### **2. 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.



## **B. 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.

## **C. Strategic Goals**



## 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

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** In the 2016-17 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** In the 2016-17 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

G086652

**Targets Supported** 1b

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

**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.
- Lack of science applications in intermediate grades. Only 33% of students in grade 5 scored a level 3 or higher on the 15-16 FSA

**Resources Available to Help Reduce or Eliminate the Barriers** 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

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

Summative and formative assessments

**Person Responsible**

Laura Kent

**Schedule**

Quarterly, from 8/11/2016 to 5/26/2017

**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 2016-17 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**

 **G086652**

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

 **B230334**

**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. Elementary students will also use i-ready. 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 three times a week. **4**

 **S242987**

### 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 8/11/2016 to 5/26/2017

#### Evidence of Completion

Students scoring below grade level will make learning gains on the 2016-2017 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 8/11/2016 to 5/26/2017

***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. Teachers will have grade group meetings monthly to discuss.

**Person Responsible**

Laura Kent

**Schedule**

Quarterly, from 8/11/2016 to 5/26/2017

***Evidence of Completion***

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

## G1.B2 Lack of parental involvement. 2

B230335

**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

S242988

### Strategy Rationale

#### Action Step 1 5

We would like to see parental involvement continue to increase in the 2016-17 school year.

##### Person Responsible

Laura Kent

##### Schedule

Daily, from 8/11/2016 to 5/26/2017

##### 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 8/11/2016 to 5/26/2017

##### Evidence of Completion

completed newsletters, publications

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

Parent involvement survey in Fall 2016 and Spring 2017

**Person Responsible**

Laura Kent

**Schedule**

Semiannually, from 8/11/2016 to 5/26/2017


**Evidence of Completion**

Parental involvement survey

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

 B230336

**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. There will be a remediation teacher in elementary and middle school students will have 90 minute ELA blocks. 4

 S242989

**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 8/11/2016 to 5/26/2017

**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 8/11/2016 to 5/26/2017

***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 8/11/2016 to 5/26/2017

***Evidence of Completion***


Lesson plans, progress monitoring of students, 16-17 assessment scores



**G1.B4** Lack of science applications in intermediate grades. Only 33% of students in grade 5 scored a level 3 or higher on the 15-16 FSA **2**

 B230337

**G1.B4.S1** Supplemental Science materials have been ordered and elementary students will have a 45 minute science block daily. Students in grades K-2 will use Science Weekly for their curriculum. **4**

 S242990

### Strategy Rationale

#### Action Step 1 **5**

Elementary teachers will have a science block daily. Teachers will use Science curriculum that has been purchased.

#### Person Responsible

Laura Kent

#### Schedule

Daily, from 8/11/2016 to 5/26/2017

#### Evidence of Completion

Student progress will be monitored through formal and informal assessments. Administration walk throughs and 16-17 FSA science scores.

#### Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Student progress will be monitored through informal and formal assessments, report card grades and FSA scores.

#### Person Responsible

Laura Kent

#### Schedule

Monthly, from 8/11/2016 to 5/26/2017

#### Evidence of Completion

Student achievement scores, teacher data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

GRS Administration will meet with grade groups to discuss students progress.

**Person Responsible**

Laura Kent














**Schedule**

Monthly, from 8/11/2016 to 5/26/2017

***Evidence of Completion***

student grades, work samples

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M325262	Summative and formative assessments	Kent, Laura	8/11/2016	State assessment scores	5/26/2017 quarterly
G1.B1.S1.MA1  M325254	Administration and the School Leadership Team will analyze data that has been collected to...	Kent, Laura	8/11/2016	student grades, teacher observations, end of 9 week exams, fluency checks, assessment data	5/26/2017 quarterly
G1.B1.S1.MA1  M325255	Student progress will be monitored through the use of formal and informal assessments.	Kent, Laura	8/11/2016	Student achievement scores, classroom assessment data	5/26/2017 quarterly
G1.B1.S1.A1  A314416	Elementary and Middle school math teachers will implement different ways to help struggling...	Kent, Laura	8/11/2016	Students scoring below grade level will make learning gains on the 2016-2017 state assessment. Student progress will be monitored through formal and informal assessments as well as software data.	5/26/2017 daily
G1.B2.S1.MA1  M325256	Parent involvement survey in Fall 2016 and Spring 2017	Kent, Laura	8/11/2016	Parental involvement survey	5/26/2017 semiannually
G1.B2.S1.MA1  M325257	Administration will approve school and grade level newsletters as well as newspaper publications.	Kent, Laura	8/11/2016	completed newsletters, publications	5/26/2017 monthly
G1.B2.S1.A1  A314417	We would like to see parental involvement continue to increase in the 2016-17 school year.	Kent, Laura	8/11/2016	classroom sign in sheets, visitor logs, teacher meeting forms, SACS committee and PTO, REMIND 101	5/26/2017 daily
G1.B3.S1.MA1  M325258	Administration will meet with teachers to discuss data and determine if meaningful progress is...	Kent, Laura	8/11/2016	Lesson plans, progress monitoring of students, 16-17 assessment scores	5/26/2017 monthly
G1.B3.S1.MA1  M325259	Grade level groups will meet to discuss student progress in the areas of reading. Teachers will...	Kent, Laura	8/11/2016	Grade level meetings, student grades, early warning system indicators, classroom observations	5/26/2017 monthly
G1.B3.S1.A1  A314418	English Language Arts standards will be taught cross curricular to ensure that students are...	Kent, Laura	8/11/2016	lesson plans, classroom observations, meetings with faculty	5/26/2017 daily
G1.B4.S1.MA1  M325260	GRS Administration will meet with grade groups to discuss students progress.	Kent, Laura	8/11/2016	student grades, work samples	5/26/2017 monthly
G1.B4.S1.MA1  M325261	Student progress will be monitored through informal and formal assessments, report card grades and...	Kent, Laura	8/11/2016	Student achievement scores, teacher data	5/26/2017 monthly
G1.B4.S1.A1  A314419	Elementary teachers will have a science block daily. Teachers will use Science curriculum that has...	Kent, Laura	8/11/2016	Student progress will be monitored through formal and informal assessments. Administration walk throughs and 16-17 FSA science scores.	5/26/2017 daily

## V. Professional Development Opportunities

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

**G1.** In the 2016-17 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. There will be a remediation teacher in elementary and middle school students will have 90 minute ELA blocks.

### 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 8/11/2016 to 5/26/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

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 2016-17 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	Elementary teachers will have a science block daily. Teachers will use Science curriculum that has been purchased.	\$0.00
Total:			\$0.00