

Jackson County School Board

# Grand Ridge School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>11</b>
<b>Budget to Support Goals</b>	<b>13</b>

## Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

<http://grs.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

### School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Grand Ridge School is Prepare to Soar: Middle School Academics for High School Success!

#### Provide the school's vision statement.

The vision of Grand Ridge School 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 Leadership Team

#### Membership

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

Name	Title
Pender, Laurence	Principal
Melvin, Barbara	School Counselor
Scott, Anna	SAC Member
Baggett, Tim	Assistant Principal
Hart, Becky	Teacher, K-12
Lawrence, Casey	Administrative Support

#### Duties

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

Principal Laurence Pender- functions as the instructional leader and provides a common vision for the use of data based decision making as well as a safe and secure campus to ensure maximum learning takes place at all times.

Tim Baggett- Behavior Specialist- assists in data collection, provides identifying functions of appropriate behavior and designing behavior plans as needed.

Casey Lawrence- RTI Team Leader- collects and analyzes data; provides services and expertise on issues ranging from programs to assessment and intervention based on student needs, directs activities of the team. Schedules, plans, organizes and holds meetings.

Barbara Melvin- participates in the collection of data, documents and completes all paperwork required in meetings, serves as the time keeper.

Becky Hart- prepare for meetings, share ideas, assessments, and data, complete tasks as assigned

Anna Scott- prepare for meetings, share ideas, assessments, and data, complete tasks as assigned

### Early Warning Systems

#### Year 2017-18

##### 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	0	0	0	0	19	12	52	49	53	0	0	0	0	185
One or more suspensions	0	0	0	0	4	6	0	1	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	7	2	17	16	11	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	14	11	35	50	21	0	0	0	0	131

**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	0	0	0	0	10	6	26	30	19	0	0	0	0	91

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	7	2	5	6	3	0	0	0	0	23
Retained Students: Previous Year(s)	0	2	1	0	1	2	1	3	11	0	0	0	0	21

**Date this data was collected**

Monday 7/23/2018

#### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	14	7	9	7	18	48	45	47	0	0	0	0	211
One or more suspensions	3	0	5	6	6	3	6	7	1	0	0	0	0	37
Course failure in ELA or Math	0	2	1	0	1	2	1	3	11	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	5	15	20	32	31	0	0	0	0	103
Two or more EWS indicators	2	2	1	3	1	10	13	19	19	0	0	0	0	70

**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	2	2	1	3	1	10	13	19	19	0	0	0	0	70

#### Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	16	14	7	9	7	18	48	45	47	0	0	0	0	211	
One or more suspensions	3	0	5	6	6	3	6	7	1	0	0	0	0	37	
Course failure in ELA or Math	0	2	1	0	1	2	1	3	11	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	5	15	20	32	31	0	0	0	0	103	
Two or more EWS indicators	2	2	1	3	1	10	13	19	19	0	0	0	0	70	

**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	2	2	1	3	1	10	13	19	19	0	0	0	0	70	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was Civics. Yes, this has been a trend the past few years. In 2015, the pass rate was 81%, 2016- 63%, 2017 -61% and 2018 48%. In a three year span GRS has experienced a 31% overall decrease with at least 5 occurrences of teacher turnover.

#### Which data component showed the greatest decline from prior year?

Civics showed the greatest decline due to inadequate instructional practices because of the high rate of teacher turnover.

#### Which data component had the biggest gap when compared to the state average?

Civics had the biggest gap- the state score is 71% and Grand Ridge School's score was 48% with students scoring level 3 or higher.

#### Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement was ELA lowest 25%. The reason for this trend has been solid instructional practices. In 2016 ELA lowest 25% gains were at 32%, 2017 gains increased to 39% and in 2018 it jumped 10% to 49%.

#### Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement and students gains were attributed to solid instructional practices as well as placing highly qualified teachers in critical core areas.

### School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	57%	53%	52%	53%	52%
ELA Learning Gains	54%	55%	54%	45%	50%	53%
ELA Lowest 25th Percentile	49%	46%	47%	32%	31%	45%
Math Achievement	53%	56%	58%	50%	46%	55%
Math Learning Gains	45%	51%	57%	50%	43%	55%
Math Lowest 25th Percentile	44%	49%	51%	56%	37%	47%
Science Achievement	53%	54%	52%	50%	53%	50%
Social Studies Achievement	48%	66%	72%	63%	53%	67%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	5	6	7	8	
Attendance below 90 percent	12 (18)	52 (48)	49 (45)	53 (47)	166 (158)
One or more suspensions	6 (3)	0 (6)	1 (7)	0 (1)	7 (17)
Course failure in ELA or Math	2 (2)	17 (1)	16 (3)	11 (11)	46 (17)
Level 1 on statewide assessment	11 (15)	35 (20)	50 (32)	21 (31)	117 (98)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	56%	54%	2%	55%	1%
	2017	45%	61%	-16%	53%	-8%
Same Grade Comparison		11%				
Cohort Comparison						
06	2018	59%	58%	1%	52%	7%
	2017	52%	50%	2%	52%	0%
Same Grade Comparison		7%				
Cohort Comparison		14%				
07	2018	45%	45%	0%	51%	-6%
	2017	45%	51%	-6%	52%	-7%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
08	2018	54%	59%	-5%	58%	-4%
	2017	53%	53%	0%	55%	-2%
Same Grade Comparison		1%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	71%	62%	9%	61%	10%
	2017	32%	58%	-26%	57%	-25%
Same Grade Comparison		39%				
Cohort Comparison						
06	2018	51%	52%	-1%	52%	-1%
	2017	47%	50%	-3%	51%	-4%
Same Grade Comparison		4%				
Cohort Comparison		19%				
07	2018	45%	49%	-4%	54%	-9%
	2017	49%	49%	0%	53%	-4%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
08	2018	40%	45%	-5%	45%	-5%
	2017	61%	50%	11%	46%	15%
Same Grade Comparison		-21%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	62%	54%	8%	55%	7%
	2017					
Cohort Comparison						
08	2018	52%	45%	7%	50%	2%
	2017					
Cohort Comparison		52%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	57%	-8%	71%	-22%
2017	61%	62%	-1%	69%	-8%
Compare		-12%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	61%	12%	62%	11%
2017	95%	67%	28%	60%	35%
Compare		-22%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017					

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	46	46	34	33	18	45	53			
BLK	37	53	52	46	42	43	38	22			
HSP	50	50		44	47						
MUL	39	40		32	40	42		17			
WHT	57	56	49	57	46	44	58	60	61		
FRL	47	54	52	49	46	50	40	39	50		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	38	40	33	59	63	19	27			
BLK	35	43	27	37	45	55	21	41			
HSP	50	50		50	54						
MUL	46	55		39	27						
WHT	58	49	44	59	47	41	58	67	33		
FRL	46	44	40	48	46	44	41	56	26		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	Academic improvement in Civics with 55% of students scoring a level 3 or higher in the 2018-2019 school year as well as closing the achievement gap between subgroups.
<b>Rationale</b>	Instructional change, new curriculum adoption
<b>Intended Outcome</b>	The intended outcome is that 55% of students will score a level 3 or higher on the 2018-2018 Civics EOC. Achievement gaps will also see improvement between subgroups.
<b>Point Person</b>	Laurence Pender (laurence.pender@hdsb.org)
<b>Action Step</b>	
<b>Description</b>	GRS has hired a highly qualified teacher as well as a new curriculum adoption in place. Regular classroom walk throughs along with lesson alignment to Florida Standards.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Administration will conduct classroom observations as well as teacher meetings to monitor the implementation of curriculum and standards.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
<b>Activity #2</b>	
<b>Title</b>	Learning Gains will improve for math in all grades. GRS would like to see 50% of students make learning gains in the 18-19 school year.
<b>Rationale</b>	In the 16-17 school year 46% of students tested made math gains while in the 17-18 school year only 45% of students made gains. GRS is hopeful that double blocking math periods and employing a math remediation teacher will help to increase the percentage of students making math gains.
<b>Intended Outcome</b>	Students learning gains in grades 5-8 will increase from 45% to 50% for the school year..
<b>Point Person</b>	Laurence Pender (laurence.pender@hdsb.org)
<b>Action Step</b>	
<b>Description</b>	Faculty changes for core math classes, double block periods for math, remediation (differentiated instruction for individual students). Math teachers will also be given list of students in grades 5-8 who are in the lowest 25%. Use of Imagine Math and i-Ready supplemental instructional supports. Use of Triumph Coach supplements.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	GRS will look at student grades as well as formal and informal assessment data, teacher created data, and assessment data (FSA 2019) to determine if student learned gains were achieved. The school leadership team will meet regularly to check on students who fall in the lowest 25% or have been identified by the EWS system.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)

Activity #3	
<b>Title</b>	GRS will show improvement in science achievement and close subgroup gaps.
<b>Rationale</b>	Science achievement was below the state average at 53% for the 17-18 school year as well as broad gaps between subgroups that need to be closed.
<b>Intended Outcome</b>	Science scores will be at or above state levels of proficiency. GRS would like to increase the proficiency level of students in grades 5 and 8 from 53% to the state level of 57%.
<b>Point Person</b>	Laurence Pender (laurence.pender@hdsb.org)
Action Step	
<b>Description</b>	GRS will use formal and informal assessments, teacher observations, data from Fusion and i-Science to aid in student proficiency.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	GRS will use formal and informal assessments, lesson plans aligned to Florida standards, FSA science data, and FCAT 2.0 2019 science data to determine students' levels of proficiency.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
Activity #4	
<b>Title</b>	ELA Learning gains will increase from 54% to 59% for students in grades 5-8 as well as minimizing subgroup gaps.
<b>Rationale</b>	Students only gained 6% in ELA learning gains for the 17-18 school year.
<b>Intended Outcome</b>	Student learning gain outcomes will be at 59% or higher for the 18-19 school year and achievement gaps will decrease.
<b>Point Person</b>	Laurence Pender (laurence.pender@hdsb.org)
Action Step	
<b>Description</b>	WriteScore has been ordered for all students and will be used during the school year. Students in grades 5 and 6 will have paper based testing and students in 7 and 8 will have online testing. Highly qualified teachers have also returned for the school year and/or qualified staff have been hired. 5th grade is self contained and grades 6-8 have two ELA teachers. Use of i-Ready supplements, Lexia supplements, after-school remediation, Triumph Coach supplements, access to District Resource teachers.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	GRS will use informal and formal data assessments, WriteScore assessments, EWS indicators, teacher observations as well as classroom data. FSA 2019 will determine if adequate gains were made.
<b>Person Responsible</b>	Laurence Pender (laurence.pender@hdsb.org)

## Part IV: Title I Requirements

### **Additional Title I Requirements**

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

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

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 5-8, Title 1 Parent Night, 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. Grand Ridge School also has a Facebook PTO page and a school wide Remind account.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Grand Ridge School ensures that the social emotional needs of students are being met by having a full time school counselor on staff to help with students as necessary as well as district counselors. Counselors have attended trainings that address homeless students, child abuse, retentions, varying exceptionalities, neglect, etc. 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. If a student exhibits the need for more counseling then an agency referral is completed by guidance. The faculty and staff have created a support system to monitor at risk students who have social-emotional needs as well as academic needs. A school wide PBS team is in place for the school year; students will be rewarded quarterly for good behavior and attendance. School wide character traits are being taught to students 5-8 with intentions to promote positive behavior. GRS is implementing AP Pointers which is a daily feature to promote differing character traits to our students in an effort to raise awareness to promote positive behavior. The Jackson County School Board has hired a team of counselors as a support system to students who show need. The RTI Team and MTSS/ RTI Specialist assist in helping with interventions to ensure that students are successful.

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

Sneads High School invites GRS 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 grades 5-8. 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.

#### **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, math instruction will be in blocks.

Supplemental Academic Instruction (SAI)- Supplemental Academic Instruction is being provided to assist students who are not meeting grade level expectations. WriteScore has been purchased for all students in grades 5-8 with three diagnostics as well as extra math blocks.

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.

**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 also help students in planning their ninth grade year. Parents/ Guardians are given information so that they are aware of which classes their child will need in order to graduate. Grand Ridge School also offers middle school acceleration industry certifications in agriculture and business education. Students in FBLA and FFA compete in district, region and state level competitions with multiple disciplines.

## Part V: Budget

Total:

\$87,911.85