Grand Ridge School

2022-23 Schoolwide Improvement Plan

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Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

http://grs.jcsb.org

Demographics

Principal: Becky Hart

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: A (64%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Jackson County School Board on 10/18/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 5-8	Yes	85%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Hart, Becky	Principal	Principal.; Instructional leader: provides a common vision for the use of data based decision; ensures the team is implementing RTI; ensures implementation of intervention as well as support and documentation; ensures professional activities to support RTI implementation and communicate with parents regarding school based RTI plans and activities.
McCaskill, Marc	Assistant Principal	Team Leader- participates in the collection and analysis of data; provides services and expertise on multiple issues that range from educational programs/ assessments to interventions based on specific individual needs; directs activities and meetings of the leadership team.
Hamilton, Laurie	Instructional Technology	Media Specialist/ Librarian: provides expertise to media, technology and educational support to students, faculty and staff.
Mcintosh, Ashley	School Counselor	Guidance/ Record Keeper- participates in the collection and analysis of data; documents and complete all paperwork required during meetings. Also serves as the time keeper.
Doom, Deanne	Teacher, K-12	RTI/MTSS Specialist/ Data Coach: provides expertise and knowledge necessary to interpret, manage and display data; provides support to teachers with data and interventions.

Demographic Information

Principal start date
Friday 7/1/2022, Becky Hart

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

333

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	93	73	85	76	0	0	0	0	327
Attendance below 90 percent	0	0	0	0	0	25	13	15	15	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	6	5	3	8	0	0	0	0	22
Course failure in Math	0	0	0	0	0	4	2	9	3	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	12	7	18	21	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	9	10	19	14	0	0	0	0	52
Number of students with a substantial reading deficiency	0	0	0	0	0	13	5	8	19	0	0	0	0	45

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	13	8	14	12	0	0	0	0	47

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	3	0	3	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	10	3	5	1	0	0	0	0	19

Date this data was collected or last updated

Sunday 8/28/2022

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**	
Number of students enrolled	0	0	0	0	0	78	77	82	106	0	0	0	0	343
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	78	77	82	105	0	0	0	0	342
Attendance below 90 percent	0	0	0	0	0	4	1	5	4	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	1	7	14	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	2	9	8	4	0	0	0	0	23
Course failure in Math	0	0	0	0	0	2	5	7	3	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	9	15	16	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	12	11	24	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	9	3	15	12	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	8	11	5	0	0	0	0	26

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	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	5	4	1	9	0	0	0	0	19

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%		50%				64%	55%	54%
ELA Learning Gains	46%						58%	55%	54%
ELA Lowest 25th Percentile	24%						56%	43%	47%
Math Achievement	59%		36%				69%	47%	58%
Math Learning Gains	51%						69%	41%	57%
Math Lowest 25th Percentile	45%						62%	34%	51%
Science Achievement	45%		53%				48%	32%	51%
Social Studies Achievement	72%		58%				67%	77%	72%

Grade Level Data Review - State Assessments
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	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison						
06	2022					
	2019	55%	55%	0%	54%	1%
Cohort Comparison		-71%				
07	2022					
	2019	60%	56%	4%	52%	8%
Cohort Comparison		-55%				
08	2022					
	2019	68%	57%	11%	56%	12%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	75%	58%	17%	60%	15%
Cohort Comparison						
06	2022					
	2019	74%	56%	18%	55%	19%
Cohort Comparison		-75%				
07	2022					
	2019	62%	55%	7%	54%	8%
Cohort Comparison		-74%				
08	2022					
	2019	46%	30%	16%	46%	0%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	52%	7%	53%	6%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-59%				
07	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2022					
	2019	36%	28%	8%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	71%	-4%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	50%	41%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	25	10	25	34	27	21	64			
BLK	38	39	17	35	53	47	28	42			
HSP	69	56		50	25						
MUL	68	47		63	58						

2022 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 2020-21	C & C Accel 2020-21
WHT	58	47	24	65	52	49	48	84	56		
FRL	50	44	22	52	48	45	35	67	48		
2021 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 2019-20	C & C Accel 2019-20
SWD	43	49	23	35	29	24	31	50			
BLK	44	42	30	37	21	25	31	47	41		
HSP	50	50		44	39						
MUL	68	53		58	16						
WHT	57	45	34	62	28	29	55	68	63		
FRL	48	42	29	45	26	22	42	62	37		
2019 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 2017-18	C & C Accel 2017-18
SWD	44	52	40	44	58	50	48	33			
BLK	51	45	52	60	61	52	20	67	83		
HSP	47	56		44	61		25				
MUL	62	81		57	90		36				
WHT	69	60	54	73	69	59	57	68	81		
FRL	60	53	51	66	66	64	47	60	79		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Continued loss of instruction due to Covid-19. We had attendance issues of students, faculty and staff. Students were enrolled online through the district platform and through home education.Trends across the board for school data that did not meet grade level expectations are as follows: ELA learning gains, ELA lowest 25th percentile, math lowest 25% percentile and science achievement for grades 5 and 8. Students with disabilities did not meet criteria in the following areas: ELA overall achievements, ELA learning gains and ELA lowest 25%, math achievement,math learning gains, math lowest 25% and 21% in science. African American students also did not meet criteria in the following areas: ELA achievement, ELA learning gains, ELA lowest 25%, math achievement, math lowest 25%, science achievement and civics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading has the greatest need for improvement. Intensive reading classes are offered to level 1 students. Students with disabilities and African American students also fall into this category. Students will be utilizing STAR, Lexia Power Up and iReady in classrooms to aid in reading improvement. FAST progress monitoring data will be used to implement small group and individual instruction to meet needs of all students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement are the Covid 19 pandemic years (19-20, 20-21) and the following 2021-22 school year. The new actions that have been taken to address this issue are as follows: FAST progress monitoring, iReady program, Lexia Power Up, STAR progress monitoring, ready books (5th) and placing and retaining certified teachers in critical content areas. Students with disabilities and African American students are placed in intensive reading classes based on their FSA levels and continuous monitoring through the FAST diagnostic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components, based off progress-monitoring and 2022 state assessments, that showed the most improvements were math learning gains and math lowest 25%. In addition, our Social Studies (Civics) showed an 8% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We had a strong focus in math last year; Imagine Math was utilized in 6-8; I-Ready Math in 5th grade; grant was applied for and received for extra teacher training via Zoom for Imagine Math. We already had one of those trainings last year and will have the other two this school year. Small groups were focused on more for the lowest 25%. For Civics, our teacher utilized IXL to aid in her success. In addition, we worked with her on her classroom management skills to better manage her students and increase achievement.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the strategies that must be implemented include a much stronger focus on the area of science and reading. In the area of science, we have implemented a fifth-grade science STEM Lab into the students' wheel rotation. They go to this class weekly and participate in hands-on activities that correlate to what is being taught in class. The course is taught by a K-6 certified teacher who ensures standards that will be tested are addressed. For all science students, Study Island will be utilized as a progress monitoring tool as well as a teaching resource that will be beneficial in learning the material required for state assessments. I would like to try to have after school science tutoring or Saturday Science camps closer to state testing to provide students the extra "push" they need to be successful on the test. For reading, teachers will focus on small group instruction. Our RTI teacher is teaching all Intensive Reading classes this year, so with all the interventions happening as required-scores are more likely to increase.
We also must earn CTE points by administering and passing the CTE certification exams in Ag and Business courses. Our business teacher attended a weeklong training this summer to learn about the available CTE opportunities available. She has chosen an assessment that she feels confident students will excel with. This should be a great plus for us since we did not test any students last year for CTE certification tests.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, the professional learning that will be provided at the school to support teachers and leaders is training on how to review data on the Study Island site. We will also meet with teachers by subject areas to discuss additional methods of support they may require. Administration, as well as the leadership team, will be available to assist with whatever else they are needed for.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the inclusion of STEM Labs in additional grade levels. If it works well for the fifth graders this year, I would like to implement this across other grade levels- especially eighth grade since it is also tested. It would have to be a wheel class, but teachers can "sell" it and get student buy in.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Grand Ridge School would like to see an overall ELA proficiency at 59%, ELA learning gains with an increase of 5% and the lowest 25% percentile making a 5% increase. Data was reviewed from the 2022 FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Grand Ridge School would like to see 2023 ELA achievement for all grades increase from 56% to 59%. ELA learning gains from 46% to 51% and the lowest 25% making gains from 24% to 29%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Literacy leadership will evaluate the data from iReady, STAR, FAST and Lexia power Up for progress monitoring.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. iReady program 2. FAST 3. Lexia Power Up 4. STAR 5. Ready books- 5th grade only
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Proven effective strategies based on data. 2. Access to multiple methods of instruction, small and individual learning groups. 3. RTI/MTSS supported by FLDOE as an evidence based strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small group and individual instructional practices.
2. Students will use iReady, STAR and Lexia Power Up to develop small group instruction.
3. Teachers will use supplements from iReady, STAR and Lexia Power Up for Tier 2 small group instruction.
4. Intensive reading class for level 1 FSA.
5. Utilize staff to support enrichment and remediation.
6. Monitor and implement the MTSS process.

Person Responsible   Becky Hart (becky.hart@jcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Grand Ridge School would like to see an overall math proficiency at 61%, math learning gains for all grades at 56%, lowest 25th percentile increase to 47% and Algebra 1 EOC results at 87%. Data was reviewed from the 2022 FSA and EOC results.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2023 Grand Ridge School would like to see and overall math proficiency increase from 56% to 61%, overall math learning gains increase from 51% to 56% and the lowest 25th percentile increase from 45% to 50%. Algebra 1 EOC results increase to 87%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership team will evaluate date from Imagine math, FAST and IXL math for progress monitoring. Algebra 1 class options for two methods of learners: Algebra 1 Honors and Algebra 1.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Differentiate instruction. 2. MTSS/RTI process. 3. Imagine math and iReady instructional support. 4. FAST diagnostics. 5. IXL Math- eighth grade only 6.Coach books- 5th grade only
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Students will have access to multiple methods of instruction: small and individual learning groups. 2. iReady and Imagine Math data. 3. MTSS/RTI that is supported by FLDOE as an evidence based strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small and individual instructional practices.
2.Implement iReady, IXL, Imagine Math and coach books as well as supplemental resources for classroom instruction.
3. Implement remediation time.
4.Utilize staff to support implementation.
5. Monitor MTSS/RTI process.

Person Responsible   Becky Hart (becky.hart@jcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Improve student performance on state science assessment.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student achievement will be at 50% or higher on the 2023 state assessment for 5th and 8th grades.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership Team will evaluate data from Study Island, Flocabulary and Coach Books.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. District curriculum mapping 2.Coach science books 3. Study Island 4. Flocabulary 8th grade
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Students will have access to multiple methods of instruction: whole, small and individual learning groups. 2. Proven effective strategies based on data. 3. MTSS/RTI that is supported by FLDOE as an evidence based strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small and individual instructional practices.
2. Implement Coach science books, Flocabulary and Study Island as well as supplemental resources for the classroom.
3.Utilize staff to support remediation.

Person Responsible	Becky Hart (becky.hart@jcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To maintain at 69% or increase student achievement to 74% on the Civics EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Maintain at 69% or increase student performance to 74% on the 2023 Civics assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership Team will evaluate the data from IXL social studies for use with fidelity.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Differentiate instruction. 2. IXL social studies.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Different methods of instruction such as small groups and individual learning. 2. IXL social studies. 3. Vocabulary strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small and individual instructional practices.
2. Implement IXL social studies as well as supplemental resources for classroom instruction.
3. Utilize staff to support remediation.

Person Responsible	Becky Hart (becky.hart@jcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with disabilities ELA achievement was 26% and Math achievement was at 25% for the 2022 school year. ELA learning gains were 25% and math learning gains were 34%. The lowest 25% scored at 10% in ELA and 27% in math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In the 22-23 school year Grand Ridge School would like to see students with disabilities score at 31% for ELA achievement and 30% for math achievement. Learning gains for ELA will be at 30% and 39% for math. The lowest 25% will score at least 15% in ELA and 32% in math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The GRS Leadership Team will evaluate progress monitoring of students with disabilities.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. FAST progress monitoring. 2. iReady program 3. Lexia Power Up 4. STAR 5. Imagine Math 6. IXL Math 7. Coach books- 5th grade only
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Students will have access to multiple methods of instruction. 2. Data from iReady, Imagine Math, FAST, Lexia Power Up, STAR. 3. RTI/MTSS supported by FLDOE as an evidence based strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small group and individual instructional practices.
2. Students will use iReady, STAR, FAST, Lexia Power Up and Imagine Math.
3. Teachers will use supplements for Tier 2 and 3 small group and individual instruction.
4. Intensive reading classes for Level 1 FSA.
5. Utilize staff to support enrichment and remediation.
6. Monitor and implement the MTSS process.

Person Responsible	Becky Hart (becky.hart@jcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Grand Ridge School would like to see African American students improve their ELA lowest 25% from 17% to the state average of 34%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Grand Ridge School would like to see African American students making adequate progress to the state level of 34% proficiency in ELA lowest 25%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will evaluate data from FAST diagnostics, iReady, STAR and Lexia Power Up.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. iReady program 2. FAST 3. Lexia Power Up 4.STAR 5. Ready books- 5th grade only
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Proven effective strategies based on data. 2. Access to multiple methods of instruction, small and individual learning groups. 3. RTI/MTSS supported by FLDOE as an evidence based strategy,

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor implementation of small group and individual practices.
2. Students will use iReady, STAR and Lexia Power Up so teachers can develop small group and individual instruction groups.
3. Teachers will use supplements from iReady, STAR and Lexia Power Up for Tier 2 and Tier 3 supplements.
4. Intensive reading classes for all Level 1 students.
5.Utilize staff to support enrichment and remediation.
6. Monitor and implement the MTSS process.

Person Responsible   Becky Hart (becky.hart@jcsb.org)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Grand Ridge Middle School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.
Person responsible for monitoring outcome:	Becky Hart (becky.hart@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible	Becky Hart (becky.hart@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible	Becky Hart (becky.hart@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Transition Services- Grand Ridge School invites Sneads Elementary 4th gr students to tour GRS for 5th gr transition into the following year. GRS meets with SES 4th gr in Assembly format in the GRS Gym. They are given information about the school and 5th gr as well as opportunities for 5th gr, ie: Jr Beta. The students tour the Library, Gym, 5th gr classrooms & 5th gr lunch in the cafeteria. Grand Ridge School requests a tour and visit to Sneads High School for 8th graders to transition to 9th gr the following year. GRS provides transportation to SHS and follows the schedule and procedures SHS has in place for this transition tour & visit.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

| **Person Responsible** | Becky Hart (becky.hart@jcsb.org) |

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Grand Ridge School builds and sustains positive partnerships with local stakeholders in order to establish and maintain meaningful relationships while ensuring that all stakeholders have the same vision for Grand Ridge School and its achievements.Stakeholders are invited to school advisory council meetings to address concerns, promote the school vision as well as give vital input towards strategies for school improvement. Efforts between the school and community are data driven and directly affect the school as well as student achievement. The school continuously provides information to the community through multiple outlets such as the school website, Facebook page, The Tribal Newsletter, grade group letters, ParentSquare, emails, etc Grand Ridge School staff creates a positive environment where students feel safe with the use of cameras, fencing, and a school resource officer. Students are trained in internet safety and parent and students are asked to sign an acceptable use policy. Parents, students and teachers are asked to sign a student accountability compact agreement. Student handbooks and the district Code of Conduct are available for all students and parents. Students have access to a mental health counselor for emergent needs and referrals. Teachers are trained for anti-bullying, hazardous spills and active shooter events. Students are also trained for different emergencies such as fire, tornado and active shooter. Students are continuously supervised during school hours. School volunteers have to fill out paperwork and be approved before volunteering on campus or with other school activities.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Faculty, staff, local businesses, SACS committee, parents and students are all stakeholders in promoting a positive school culture and environment. The school complete a parental involvement plan which is available at the school site.