

# Grand Ridge School



2014-15 School Improvement Plan

## Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

<http://grs.jcsb.org>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

69%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

25%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

Teachers learn about student cultures from student and parent surveys, conferences with students and communication with parents. Teachers often read stories or do lessons about different cultures to give students a better understanding of the different cultures in our area.

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

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

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

Grand Ridge School's Positive Behavior Support Team has established expectations for students grades K-8. K-5 Teachers will set discipline guidelines within their grade level for a student to earn the "Popsicle Party" per grading period and an invitation to the "PBS End of the Year Celebration!" K-5 Students will occasionally be sent to the Admin/Office for a Kudo bar, etc., to encourage ongoing positive choices. Students in grades 6-8 must Maintain a referral free status in order to participate in each nine weeks coupon reward- which includes bus referrals and ANY and ALL "RA" (Request for Assistance) Reports; Including, but not limited to, cell phone and dress code violations, no unexcused absences per grading period and who do not go beyond two unexcused tardies per grading period.

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

Grand Ridge School ensures that the social emotional needs of students are being met by having two full time school counselors on staff to help with students as necessary. The guidance department offers help to administrators, teachers, parents and students to help deal with problems in the classroom as well as within the school environment. The faculty and staff have created a support



system monitor at risk students who have social-emotional needs. School wide character traits are being taught to the students K-8 and with intentions to promote positive behavior. Private counseling services are also offered to students who show need. The RTI team and county behavioral specialist assist in helping with interventions to ensure that students are successful.

### Early Warning Systems

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

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

Grand Ridge School SIP team has generated a report from our FOCUS portal that identifies at risk students for either grades, attendance, referrals, etc. Teachers have volunteered to mentor students who are at risk; this entails teachers conversing with the students, making sure they are discipline free and alerting administration when the student is not in attendance.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	11	8	7	10	5	7	31	21	14	114
One or more suspensions	2	7	5	4	4	5	14	9	6	56
Course failure in ELA or Math	10	9	0	5	2	1	21	8	1	57
Level 1 on statewide assessment	0	0	0	8	7	15	33	18	29	110
Less than 30% on Stanford 10 in reading and/or math	14	23	13	0	0	0	0	0	0	50

*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	
Students exhibiting two or more indicators	4	3	2	7	3	7	25	14	5	70

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

Intervention strategies currently being used by our school is our teacher/ student mentor program. Teachers have volunteered to mentor our at risk students. Teachers have been given no more than four students each to mentor. Teachers will document meetings with students and encourage positive behavior, attendance and grades. Grand Ridge School's Response To Intervention Team will meet and discuss strategies that teachers can use with their tier 2 and 3 students in the classroom. If interventions are not successful then further action will be taken by the team which may include a formal evaluation. Teachers also refer students to the RTI team as needed due to EWS. Teachers are also pulling students in small groups for Triple ii instruction; a reading remediation teacher is pulling small groups as well to target specific skills. Struggling math students are pulled in small groups as well as using the computer software i-ready. After school tutoring for math will be available to students in grades 4-8.

### Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/70224>.

**Description**

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

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Kent, Laura	Principal
Melvin, Barbara	
Bryan, Jenny	
Scott, Anna	
Nable, Lorie	
Carter, Melissa	
Suggs, Rex	Assistant Principal

**Duties**

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

Principal Laura Kent- Functions as the instructional leader; provides a common vision for the use of data based decision making, ensures the team is implementing RTI; ensures implmentation of intervention and support and documentation, ensure professional development activities to support RTI implmentation and communicate with parents regarding the schoolbased RTI plans and activities. RTI Team Leader Jenny Bryan- 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 Anna Scott-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 Lorie Nable-Provides guidance and technical assistance to teachers; regarding data based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; assists with materials and interventions.

Behavior Specialist Melissa Carter/ Rex Suggs- 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.

***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 schools lab. The tutoring programs used to assist lower quartile students is being supplemented by Title 1 funds for classroom aids.

Supplemental Academic Instruction (SAI)- Supplemental Academic Instruction is being provided to assist students who are not meeting grade level standards. These students are provided a full time aid for in school intensive instruction.

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

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

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Anna Scott	Teacher
Lory Barwick	Teacher
Kaye Lewis	Parent
Georgia Scott	Student
Molly McDaniel	Parent
Isabella Barwick	Student
Laura Kent	Principal
Keri Wilson	Parent
Ralph Barwick	Parent
Johnson's House Movers	Business/Community
Rex Suggs	Principal

### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Committee evaluated last years plan and the following was concluded- Goal #1 stayed the same 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. Goal #2 in which 31% of students scored a level 3 on the FCAT math assessment stayed the same, Goal #3 5th grade students dropped by five points on the FCAT science assessment. Goal #4 64% of fourth grade students scored a level 3.5 on the state writing test as opposed to 2013 when only 46% of students made a 3.5.

*Development of this school improvement plan*

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

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

The SAC committee will discuss annual budget and plan for Grand Ridge School. The committee will discuss and decide on

**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. Funds were also used for after school remediation based on teacher recommendations.

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

No

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kent, Laura	Principal
Scott, Anna	Teacher, K-12
Melvin, Barbara	Guidance Counselor
Taylor, Vicki	Instructional Coach
	Instructional Coach
Addison, Cathi	

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT team this school year is to analyze reading data that will assist teachers in making instructional decisions for school wide reading improvement. The Team will help teachers incorporate common core standards into all classes. 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 2014-2015 school year and ensure that every student is making adequate progress.

#### Public and Collaborative Teaching

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

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

Different strategies that Grand Ridge School plans to implement for the 2014-2015 school year are as follows: teachers will mentor each other, collaborative grade group meetings, data meetings to discuss strengths and weaknesses and teacher workday meetings.

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

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

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

New teachers will be paired with experienced teachers, teachers who are not new to the profession but to our school will have a buddy teacher; pairings will be based on current teaching assignments; activities will include but not limited to classroom observations, lesson planning meetings, lesson breakdowns, checklists designated by the district and providing instructional support as needed. New teachers at GRS for the 2014-15 school year are Jasmine Thomas, Caitlin McDaniel, Melissa Carter, Scott Phelps, Joey McDaniel, Pat Milliser, Nichole Kleiser and Laramie Dryden.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Our school will ensure that its core instructional programs and materials are aligned with Florida standards by allowing our standards to be our framework and teaching the standards in every classroom. All teachers have a CPALMS account in which they have access to lessons and resources for every standard taught in grades K-8.

#### **Instructional Strategies**

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

Grand Ridge School uses data from standardized tests, ThinkLink, and Focus to provide effective instruction for students and their diverse needs. Middle school data shows a need for a math remediation teacher and elementary data indicates a need for reading remediation. Students who meet criteria are placed in math and reading remediation daily. The reading remediation teacher also visits elementary classrooms daily to pull small groups and work with triple iii and struggling students. 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.

***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:** 2,700

Struggling students and the lowest 25% in grades 4-8 will be given the opportunity to participate in morning remediation. Morning remediation will occur in the computer labs.

**Strategy Rationale**

By offering morning remediation our lowest quartile will be able to participate in meaningful remediation where transportation will not be an issue. The buses arrive early enough so students can eat breakfast and receive remediation every day.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kent, Laura, [laura.kent@jcsb.org](mailto:laura.kent@jcsb.org)

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

Data will be collected through computer programs such as Lexia, Discovery Education, Curriculum Pathways and Think Through Math. Classroom data will be collected through the use of assessments, teacher created checklist and ThinkLink tests as well as state assessment scores.

**Strategy:** After School Program

**Minutes added to school year:** 2,760

Struggling students and the lowest 25% in grades 4-8 will be given the opportunity to participate in after school remediation.

**Strategy Rationale**

By offering after school remediation our lowest quartile will be able to participate in meaningful math remediation in small groups. Three teachers will be available to students; in the fall semester remediation will occur 2 days per week for one hour after school and in the spring remediation will occur three days per week for one hour for ten weeks.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kent, Laura, [laura.kent@jcsb.org](mailto:laura.kent@jcsb.org)

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

Data will be collected through Think Through Math, Khan Academy, Algebra Nation and state assessments. Classroom data will be collected through the use of formal and informal assessments.

**Student Transition and Readiness**



### **PreK-12 Transition**

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

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

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

### **College and Career Readiness**

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

Sneads High School guidance department meets with eighth grade students near the end of the school year to discuss scheduling options as well as courses that will be needed in order to graduate. Students are given forms to take home and discuss which helps in planning their freshmen year. Parents are given information so that they are aware which classes their child will need in order to graduate.

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

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

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

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** In the 2014-2015 school year Grand Ridge School will provide effective leadership and continuous support for creating and sustaining a nurturing school environment then individual student and school outcomes will be improve.

## Strategic Goals Detail

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

**G1.** In the 2014-2015 school year Grand Ridge School will provide effective leadership and continuous support for creating and sustaining a nurturing school environment then individual student and school outcomes will be improve. 1a

G036939

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

**Resources Available to Support the Goal** 2

- Grand Ridge School will implement a mentoring program where at risk students will have a teacher mentor. Teachers will mentor between two to four students.
- Computer labs will be available to students that will support STAR and Fair Assessments as well as other educational programs.
- Cross curricular instruction will tie reading and math into all others subjects.
- Reading and math remediation teachers will be available for level 1's and 2's.
- 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 workbooks

**Targeted Barriers to Achieving the Goal** 3

- Students have difficulty with their basic math skills in grades 3-8.
- Lack of parental involvement.
- Lack of differentiated instruction and application of reading in all other subject areas.

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

Summative and formative assessments, ThinkLink data

**Person Responsible**

Laura Kent

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**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 2014-2015 school year Grand Ridge School will provide effective leadership and continuous support for creating and sustaining a nurturing school environment then individual student and school outcomes will be improve. **1**

 G036939

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

 B089867

**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. A math remediation teacher will be available for at risk middle school students. **4**

 S100568

### 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, will use math computer software and after school tutoring will be available for students who scored a level 1 or 2 on the state assessment in mathematics.

#### Person Responsible

Laura Kent

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Students scoring below grade level will make learning gains on the 2014-15 assessment. Student progress will be monitored through formal and informal assessments as well as Discovery Education Assessments.

**Action Step 2** 5

Grand Ridge School will provide a math remediation teacher for middle school students scoring below grade level.

**Person Responsible**

Laura Kent

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Students scoring below grade level will make learning gains on the 2014-15 assessment.

**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 8/18/2014 to 5/29/2015

**Evidence of Completion**

Teacher lesson plans; student achievement scores, grades, grade level teachers will meet quarterly to analyze student data

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

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

**Person Responsible**

Laura Kent

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Reports generated from ThinkLink assessments as well as formal and informal assessments will update progress on individual students.

**G1.B2** Lack of parental involvement. 2

B089868

**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. Teachers will also have REMIND accounts where parents can sign up to receive updates about student classes and assignments. 4

S100569

**Strategy Rationale**

**Action Step 1** 5

We would like to see parental involvement increase in the 2014-2015 school year.

**Person Responsible**

Laura Kent

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

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

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

Administration will approve newsletter and distribution

**Person Responsible**

Laura Kent

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

completed newsletters

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

Parent involvement survey in Fall 2014 and Spring 2015

**Person Responsible**

Laura Kent

**Schedule**

Semiannually, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Parental involvement survey

**G1.B3** Lack of differentiated instruction and application of reading in all other subject areas. 2

 B089869

**G1.B3.S1** Reading skills will be taught in all subjects. Computer labs will be available for struggling readers to improve their skills. 4

 S100570

**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 curriculums. Teachers will differentiate instruction to meet the needs of students.

**Person Responsible**

Laura Kent

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans, classroom observations, meetings with faculty

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

Grade groups will meet to discuss students progress in the areas of reading. Teachers will target level 1 and 2 students as well as students who seem to be struggling with reading skills.

**Person Responsible**

Laura Kent

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Grade level meetings, student grades, 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 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, ThinkLink scores, progress monitoring of students

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Elementary and Middle school math teachers will implement different ways to help struggling students with their basic math facts. Students will be given math homework, will use math computer software and after school tutoring will be available for students who scored a level 1 or 2 on the state assessment in mathematics.	Kent, Laura	8/18/2014	Students scoring below grade level will make learning gains on the 2014-15 assessment. Student progress will be monitored through formal and informal assessments as well as Discovery Education Assessments.	5/29/2015 weekly
G1.B2.S1.A1	We would like to see parental involvement increase in the 2014-2015 school year.	Kent, Laura	8/18/2014	classroom sign in sheets, visitor logs, teacher meeting forms, SACS committee and PTO, REMIND	5/29/2015 daily
G1.B3.S1.A1	English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful	Kent, Laura	8/18/2014	lesson plans, classroom observations, meetings with faculty	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reading instruction in all curriculums. Teachers will differentiate instruction to meet the needs of students.				
G1.B1.S1.A2	Grand Ridge School will provide a math remediation teacher for middle school students scoring below grade level.	Kent, Laura	8/18/2014	Students scoring below grade level will make learning gains on the 2014-15 assessment.	5/29/2015 daily
G1.MA1	Summative and formative assessments, ThinkLink data	Kent, Laura	8/18/2014	State assessment scores	5/29/2015 quarterly
G1.B1.S1.MA1	Administration and the School Improvement Team will analyze data that has been collected to determine if at risk students are making progress in areas of weakness.	Kent, Laura	8/18/2014	Reports generated from ThinkLink assessments as well as formal and informal assessments will update progress on individual students.	5/29/2015 quarterly
G1.B1.S1.MA1	Student progress will be monitored through the use of formal and informal assessments.	Kent, Laura	8/18/2014	Teacher lesson plans; student achievement scores, grades, grade level teachers will meet quarterly to analyze student data	5/29/2015 quarterly
G1.B2.S1.MA1	Parent involvement survey in Fall 2014 and Spring 2015	Kent, Laura	8/25/2014	Parental involvement survey	5/29/2015 semiannually
G1.B2.S1.MA1	Administration will approve newsletter and distribution	Kent, Laura	8/18/2014	completed newsletters	5/29/2015 monthly
G1.B3.S1.MA1	Administration will meet with teachers to discuss data and determine if meaningful progress is being made by struggling students.	Kent, Laura	8/18/2014	Lesson plans, ThinkLink scores, progress monitoring of students	5/29/2015 monthly
G1.B3.S1.MA1	Grade groups will meet to discuss students progress in the areas of reading. Teachers will target level 1 and 2 students as well as students who seem to be struggling with reading skills.	Kent, Laura	8/18/2014	Grade level meetings, student grades, classroom observations	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** In the 2014-2015 school year Grand Ridge School will provide effective leadership and continuous support for creating and sustaining a nurturing school environment then individual student and school outcomes will be improve.

**G1.B3** Lack of differentiated instruction and application of reading in all other subject areas.

**G1.B3.S1** Reading skills will be taught in all subjects. Computer labs will be available for struggling readers to improve their skills.

### **PD Opportunity 1**

English Language Arts standards will be taught cross curricular to ensure that students are receiving meaningful reading instruction in all curriculums. Teachers will differentiate instruction to meet the needs of students.

#### **Facilitator**

Laura Kent

#### **Participants**

School Faculty

#### **Schedule**

Daily, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0