Grand Ridge School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Grand Ridge School

6925 FLORIDA ST, Grand Ridge, FL 32442

http://grs.jcsb.org

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
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.
Smith, Chasity	Teacher, K-12	Teacher: Provide expertise on curriculum and lesson plans, track the progress of their students and create reports to inform parents about their progress, optimize student capabilities and develop their love of learning.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will regularly monitor for effective implementation and impact on increasing the achievement of students by requiring all teachers and staff to participate in data/behavior chats during grade group meetings. This will allow the opportunity for any concerns to be addressed and for a plan to be made for greater student achievement. Teachers will be required to provide small group instruction for all students so that each student can meet their full potential.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	85%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024*	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.*	2021-22: C 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	43	42	33	37	155
One or more suspensions	0	0	0	0	0	0	0	1	1	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	1	2	3	7
Course failure in Math	0	0	0	0	0	2	4	2	5	13
Level 1 on statewide ELA assessment	0	0	0	0	0	7	16	17	21	61
Level 1 on statewide Math assessment	0	0	0	0	0	8	19	13	11	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	8	16	19	21	64
	0	0	0	0	0	0	0	0	0	

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	2	2	2	1	7
Students retained two or more times	0	0	0	0	0	5	8	6	5	24

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	25	13	15	15	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	6	5	3	8	22
Course failure in Math	0	0	0	0	0	4	2	9	3	18
Level 1 on statewide ELA assessment	0	0	0	0	0	12	7	18	21	58
Level 1 on statewide Math assessment	0	0	0	0	0	9	10	19	14	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	13	5	8	19	45

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	3	0	3	1	7
Students retained two or more times	0	0	0	0	0	10	3	5	1	19

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	25	13	15	15	68
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	6	5	3	8	22
Course failure in Math	0	0	0	0	0	4	2	9	3	18
Level 1 on statewide ELA assessment	0	0	0	0	0	12	7	18	21	58
Level 1 on statewide Math assessment	0	0	0	0	0	9	10	19	14	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	13	5	8	19	45

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	3	0	3	1	7
Students retained two or more times	0	0	0	0	0	10	3	5	1	19

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48		49	56		50	55		
ELA Learning Gains				46			45		
ELA Lowest 25th Percentile				24			33		
Math Achievement*	59		56	59		36	56		
Math Learning Gains				51			27		
Math Lowest 25th Percentile				45			25		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	42		49	45		53	50		
Social Studies Achievement*	64		68	72		58	64		
Middle School Acceleration	85		73	56		49	54		
Graduation Rate						49			
College and Career Acceleration						70			
ELP Progress				40		76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	2	2
ELL				
AMI				
ASN				
BLK	37	Yes	2	
HSP	52			
MUL	41			
PAC				
WHT	64			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	50			
MUL	59			
PAC				
WHT	54			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			59			42	64	85			
SWD	26			30			26	25			4	
ELL												
AMI												
ASN												
BLK	32			49			17	50			4	
HSP	53			53			50				3	
MUL	29			53							2	
PAC												
WHT	53			63			49	67	88		5	
FRL	38			49			35	53	82		5	

| 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	46	24	59	51	45	45	72	56			
SWD	26	25	10	25	34	27	21	64				
ELL												
AMI												
ASN												
BLK	38	39	17	35	53	47	28	42				
HSP	69	56		50	25							
MUL	68	47		63	58							
PAC												
WHT	58	47	24	65	52	49	48	84	56			
FRL	50	44	22	52	48	45	35	67	48			

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	45	33	56	27	25	50	64	54			
SWD	43	49	23	35	29	24	31	50				
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	44	42	30	37	21	25	31	47	41			
HSP	50	50		44	39							
MUL	68	53		58	16							
PAC												
WHT	57	45	34	62	28	29	55	68	63			
FRL	48	42	29	45	26	22	42	62	37			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	51%	2%	54%	-1%
07	2023 - Spring	42%	38%	4%	47%	-5%
08	2023 - Spring	41%	45%	-4%	47%	-6%
06	2023 - Spring	53%	50%	3%	47%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	50%	11%	54%	7%
07	2023 - Spring	62%	53%	9%	48%	14%
08	2023 - Spring	87%	46%	41%	55%	32%
05	2023 - Spring	43%	47%	-4%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	38%	2%	44%	-4%
05	2023 - Spring	42%	41%	1%	51%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	48%	46%	50%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	59%	3%	66%	-4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading had the greatest decline. In the 21-22 school year ELA Achievement was 56%, compared to the 22-23 school year ELA Achievement of 49%.The contributing factors for this need for improvement are the COVID 19 pandemic years (19-20, 20-21) and the decrease in attendance for the 21-22 and 22-23 school years. 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, and placing and retaining certified teachers in critical content areas. Students with low achievement levels are placed in intensive reading classes based on their FAST levels and continuous monitoring through the FAST diagnostic.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade math had a 12% gap with the State.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is math. There was an increase of student achievement from 59% in 2022 to 63% in 2023. Imagine Math was utilized in 6-8; I-Ready Math in 5th grade. Small groups were focused on more for the lowest 25%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is the number of students that are absent 10% or more days. Another area of concern is the number of students with a substantial reading deficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 5th grade math
2. 5th grade science
3. 8th grade ELA
4. Students with Disabilities subgroup performance.
5. African-American subgroup performance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grand Ridge School would like to see an overall ELA proficiency at 54%, ELA learning gains with an increase of 5% and the lowest 25% percentile making a 5% increase. Data was reviewed from the 2023 FAST PM3.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Proficiency will continue to be at or above district and state averages. We would like to see learning gains of the lowest 25% at or above state averages.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. iReady program
2. FAST
3. Lexia Power Up
4. STAR
5. Ready books- 5th grade only

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 FAST PM3.

5. Utilize staff to support enrichment and remediation.
6. Monitor and implement the MTSS process.

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

By When: May 2024.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grand Ridge School would like to see an overall math proficiency at 68%, math learning gains for all grades, and lowest 25th percentile increase by 5%. Data was reviewed from the 2023 FAST PM3 and EOC results.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2024 Grand Ridge School would like to see an overall math proficiency increase from 63% to 68%, overall math learning gains increase by 5% and the lowest 25th percentile increase by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Math instructional progress will be monitored by the state progress monitoring assessments given three times a year: fall, winter, and spring, as well as through iReady math diagnostic tests.

Person responsible for monitoring outcome:

Becky Hart (becky.hart@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Differentiate instruction.
2. MTSS/RTI process.
3. iReady instructional support.
4. FAST diagnostics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Students will have access to multiple methods of instruction: small and individual learning groups.
2. iReady data.
3. MTSS/RTI that is supported by FLDOE as an evidence based strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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
3. Implement remediation time.
4. Utilize staff to support implementation.
5. Monitor MTSS/RTI process.

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

By When: May 2024.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. District curriculum mapping
2. Coach science books
3. Study Island
4. Flocabulary

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To maintain at 64% or increase student achievement to 69% 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 64% or increase student performance to 69% on the 2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Differentiate instruction.
2. IXL social studies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Different methods of instruction such as small groups and individual learning.
2. IXL social studies.
3. Vocabulary strategies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024.

#5. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grand Ridge School I 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. Improve subgroup student performance for Students with Disabilities and Black students.

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 2024 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan. Subgroup performance will be above 41%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Principal and School Leadership Team 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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, and Lexia Power Up.
3. Teachers will use supplements for Tier 2 and 3 small group and individual instruction.
4. Intensive reading classes for Level 1 FAST.
5. Utilize staff to support enrichment and remediation.
6. Monitor and implement the MTSS process.

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

By When: May 2024.

#6. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will recognize growth and celebrate progress in an effort to promote a positive culture. As a part of the Cognia accreditation process, stakeholders are required to complete a survey that measures stakeholder satisfaction, climate and culture.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The second administration of the Cognia survey shall demonstrate a 10% increase in positive associations with Grand Ridge School's climate and culture.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team shall review and share results from the initial Cognia survey and work with faculty and staff to implement changes needed to improve the climate and culture.

Person responsible for monitoring outcome:

Becky Hart (becky.hart@jcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Part of the accreditation process provided by an effective partner, Cognia.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Overall systems improvement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collect culture survey data October 2023 and May 2024.

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

By When: October 2023 and May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

1- The School Advisory Council discusses and supports the development of the Schoolwide Plan and School Improvement Plan (parallel documents). The plan is placed on the Board Document site at https://jackson.ic-board.com/ where the Board and Community are able to review and provide feedback in a public forum. After Board approval the plan is approved in the CIMS platform and a link posted to the District Webpage and linked to school page, https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. After Board approval Facebook and ParentSquare posts will be made with the links to access the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

2- The District and School Parent and Family Engagement Plans are provided at https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. The school pages are linked to the District page to access the Parent and Family Engagement Plans. Utilization of Facebook and ParentSquare provide links to parents and the community to stay informed on the improvement process with the School. Each school holds a quarterly meeting with the School Advisory Council. The District Parent Advisory Council will hold three meeting and the District will hold two parent trainings in addition to the school-level trainings and cultural events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

3- The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

4- The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1- Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/ guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/ recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend

Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

2- Students have access to dual enrollment, advanced placement courses, and career and technical education programs to improve opportunities for postsecondary success and career preparation. Juniors and Seniors attend the regional career fair. Each high school holds a parent engagement night for college and career preparation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

3- Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/ Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-RtI) used for academic and behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

4- The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

5- Pre-K students at each school take a trip to kindergarten classrooms at their next school. They have an orientation to the classroom setting and tour of the school.

Parents of pre-k students receive orientation letters. There is articulation between staff at both campuses.