

Orange County Public Schools

Ridgewood Park Elementary



2015-16 School Improvement Plan

Ridgewood Park Elementary

3401 PIONEER RD, Orlando, FL 32808

www.ocps.net/lc/north/erp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

During pre-planning, emphasis was placed on developing strong relationships with students, teachers, and families. During the school year, the use of Kagan strategies will help to promote class-building and team building within classrooms and grade levels. There is a school-wide focus on connecting with families and community through Facebook, school website, Connect Orange phone messages, newsletters, and student planners. Teachers are encouraged to schedule class meetings at least twice a week. Students are taught to problem solve and express their feelings within a safe setting.

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

Students are greeted as they enter the door. Positive music is played throughout the campus each morning to make transitioning into class pleasant. Students were introduced to a positive behavioral approach from the first day of school. Students are given Tiger Paws and "Caught Being Good" coins to encourage PAW-sitive behavior. All areas of the school campus are monitored by the leadership team during arrival and dismissal to ensure that safe practices and appropriate behavior is exhibited at all times. The leadership team is highly visible throughout the campus during the school day. The safety patrols also help ensure safety and following rules during arrival and dismissal.

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

Teachers were trained during preplanning in the implementation of the CHAMPS positive behavioral approach school-wide. Consistent school rules and expectations are posted throughout the campus. The rules were introduced the first day of school and/or reviewed daily. Classroom walk-throughs and observations are conducted on a daily basis by administration to ensure that the behavioral system is fairly enforced. The teachers were trained and empowered to follow the classroom behavior intervention process. In order to minimize the loss of instructional time, the school is implementing an alternative to out of school suspension, Positive Alternative to School Suspension (P.A.S.S.). During P.A.S.S., students receive instruction in core subject areas and intervention.

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

The school has a full-time guidance counselor who provides counseling, parent training, and social skills training. Our guidance counselor also provides small group services based on identified needs, such as anger management, grief counseling, parent separation and/or divorce, and coping skills. Additionally, the guidance counselor distributes resources such as eyeglasses, food, and clothing as needed by families.

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

The early warning indicators include:
 Attendance below 90 percent
 One or more suspensions, whether in school or out of school
 Course failure in English / Language Arts or mathematics

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	
Attendance below 90 percent	19	17	15	8	13	11	83
One or more suspensions	2	11	15	20	35	20	103
Course failure in ELA or Math	30	47	39	72	28	33	249
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	11	57	40	30	140

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

Academic and behavior needs are addressed through the MTSS (Multi-Tiered Systems of Support) process. Students are provided Tier II interventions through frequent formative assessments. Teachers collaborate to address student needs through a 30-minute intervention block and an extended reading hour. Students are progress monitored bi-weekly and progress is tracked by the MTSS team. The team consists of the teacher, the parent/guardian, the intervention/extended hour teacher, the varying exceptionalities teacher, the staffing specialist, the school psychologist, and the leadership team. Tutoring is provided for students based on reading and math data. Truancy concerns are referred to the social worker for follow-up and action.

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?

No

PIP Link

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

Description

Community involvement is expected to increase. Parents will be provided substantial opportunities to be involved. The leadership staff of Ridgewood Park will infuse meeting opportunities for parents, such as Meet the Teacher, Open House, report card conference nights, monthly family curriculum nights, Parent Teacher Association (PTA), School Advisory Council (SAC), and Title I meetings. Parents also have the opportunity to schedule a meeting with teachers from 7:30 AM-8:15 AM, during the planning periods, and 3:30-3:45 PM daily.

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

Our focus is to increase the level of community involvement this year. The PTA board will plan a variety of activities to gain support for PTA among the parent population. All staff members are encouraged to join PTA with a bulletin board indicating staff membership and parent membership percentage, PTA events, and PTA news.

Through our Partners in Education (PIE), we are creating opportunities to support the school and enhance student achievement. During the fall, guest speakers from the community volunteer to speak about their careers at Teach-In. Additional opportunities include violin lessons and Elevate (student mentoring program).

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:

Name	Title
Coffie, Deborah	Principal
Gladden, Michael	Assistant Principal
Cotterill, Jennifer	Instructional Coach
Gainous, Vicki	Dean
SippioWilliamson, Darlene	Instructional Coach
Augustin, Heather	Instructional Coach
Martin, Yvonne	Teacher, ESE
Houston, Tierney	Teacher, ESE
Johnson, Carol	Guidance Counselor

Duties

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

The principal and assistant principal provide vision and direction for the team as well as communicating and monitoring school-wide goals. They communicate expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing feedback to and coaching teachers, ensuring that MTSS is being implemented consistently across grade levels, ensuring adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities.

The instructional coaches, dean, and other instructional resource staff provide guidance and support on district plans for student achievement, facilitate data collection, and assist with data analysis for Tier I, II, and III.

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

Ridgewood Park Elementary has a systematic problem-solving approach. This applies to academics, behavior, and attendance.

School-wide team members meet to discuss student progress.

Teachers and the Leadership Team collect and analyze available data biweekly.

Teachers and the Leadership Team assess students requiring additional evaluation as necessary based on data collection.

Teachers and the Leadership Team identify, evaluate, and match resources to meet student needs.

The Leadership Team monitors the implementation of resources biweekly.

The Behavior Leadership Team also helps to guide in the school-wide implementation of the CHAMPS positive behavior support process.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Adrianna Morrison	Parent
Ikuko Imanaka	Teacher
Deborah Coffie	Principal
Tiffany Lewis	Parent
Alicia Chung	Parent
Latanya Johnson	Parent
Jennifer Cotterill	Teacher
Heather Augustin	Teacher
Aguelicia Pichardo	Business/Community
Mariflor Robleero	Parent
Marie Alfred	Education Support Employee
Vicki Gainous	Teacher
Jannette Rodriguez	Education Support Employee
Yvonne Martin	Teacher
Querrilia Mondesir	Parent
Eroyce Chung	Parent
Loletha Yipyng	Parent

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 SAC members evaluated the 2014-2015 School Improvement Plan (SIP) at the last meeting in May and discussed the goals that were accomplished, as well as the need to continue with ongoing or unmet goals. SAC members discussed program successes and parent involvement activities that were beneficial for Ridgewood Park families.

Teacher, student, and parent surveys were completed and used to create the 2015-2016 SIP.

Development of this school improvement plan

Principal will review the 2015-2016 SIP at the first SAC meeting and the committee will provide input and make recommendations for the upcoming year. SAC members focused on student achievement data. They also assisted in the monitoring strategies that were implemented throughout the previous year.

Preparation of the school's annual budget and plan

At the first meeting, the committee will discuss using the money for our current needs (intervention programs, reading materials, hands-on math and science materials, and adequate support for professional development for teachers).

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School funds will be used to support goals from the SIP

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Augustin, Heather	Other
Houston, Tierney	Teacher, ESE
SippioWilliamson, Darlene	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the 2015-2016 school year will be the incorporation of reading and writing across the content areas to increase student achievement utilizing more complex texts. On-going training and professional development will focus on the 120-minute ELA (English/Language Arts) block, reading intervention, and reading extended hour in order to meet the needs of struggling students and to challenge advanced students.

The Literacy Leadership Team, as well as other resource staff members, will mentor, coach, and support instructors on each grade level.

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

We offer opportunities for common planning with instructional coaches weekly. At Ridgewood Park, beginning teachers are provided with mentor teachers who assist new teachers in getting indoctrinated into the Orange County Public School instructional system. Instructional coaches support teachers through the coaching cycle. Kagan Cooperative Structures are embedded in professional development and meetings to serve as a model for implementation in classroom instruction.

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

Ridgewood Park will follow the district's process of hiring highly qualified candidates. Coaching, mentoring, and providing professional learning opportunities along with constructive feedback will be provided to all teachers that will include classroom visits with immediate, actionable feedback. New teachers are paired with mentor teachers and have attended Great Beginnings as part of their indoctrination process to OCPS.

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

The instructional coach will assign mentors to beginning teachers. The mentors chosen will have four or more years of successful classroom experience along with Clinical Educator training. Mentors will provide weekly feedback to their mentees. Monthly meetings will be held to provide curriculum, social,

and emotional support. The academic coach and other trained resource personnel, including administrators, will conduct peer observations using the iObservation tool as required or needed. The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each Marzano domain. The mentor will be given release time to observe the mentee. The mentee will be given release time to observe the mentor and other highly effective teachers. Time is given for feedback, coaching, and planning. School-based coaches will provide ongoing teacher support and will ensure comprehensive instructional techniques are used in reading, writing, and math. Coaches will provide peer evaluation and help teachers monitor their progress. The instructional coach will facilitate monthly meetings to guide the mentees through the school-based and the district required teacher induction program.

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

Teachers follow the Scope and Sequence, Instructional Focus Calendar (IFC), and Measurement Topic Plans (MTP) provided by Orange County Public Schools (OCPS). During common planning, teachers meet to discuss effective strategies for student learning. Additional resources are shared based on the Florida State Standard test item specifications for all grades and Florida Next Generation State Standards to ensure all standards are taught with rigor and fidelity. Standards-based resources are utilized during daily instruction.

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

Through the MTSS process, data determines the levels of support students will receive during small group instruction in both reading and math. Data also determines how instructional materials will be differentiated or modified to best meet the needs of each individual student. Students not meeting proficiency on state and district assessments are provided comprehensive interventions and instruction matched to their specific needs. Groups are fluid and monitored for growth.

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: Extended School Day

Minutes added to school year: 10,800

Ridgewood Park will offer extra instruction in reading for one hour each day. This hour will include opportunities for interactive read alouds, differentiated small group instruction, and cooperative structures.

Strategy Rationale

By providing an additional time for reading instruction, we aim to close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coffie, Deborah, deborah.coffie@ocps.net

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

School-based assessments are used to determine individual student needs, including Running Records (quarterly), Journeys Benchmark Assessments (every six weeks), OCPS Benchmark Assessments (twice a year), and common assessments (bi-weekly) within each grade level. Data from these assessments will be analyzed as the assessments are given and instructional changes for enrichment and remediation groups will be made as necessary.

Strategy: After School Program

Minutes added to school year: 5,040

Teachers provide additional support and explicit instruction to students in math. Groups are formulated based on data from Florida Standards Assessment Mathematics (FSA), OCPS Benchmark Assessments, and common assessments and targeted instruction is provided for students in grades 3-5.

Strategy Rationale

After reviewing the prior year's FSA and OCPS Benchmark scores, it was evident that mathematics instruction needed to be targeted for intervention. Students that are not working on grade level in Math will be targeted for additional skill/concept development.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gladden, Michael, michael.gladden2@ocps.net

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

Quarterly students will take a math diagnostic that will assess the performance level, strengths and weaknesses of each student based on grade level specific standards. Monthly students will be progress monitored to assess effectiveness of ongoing interventions and supplemental programming.

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

Pre-K teacher collaborates with kindergarten teachers to discuss the kindergarten curriculum. Pre-K parents are also invited to Family Fun Nights where student expectations are discussed. The parents are encouraged to attend SAC and PTA meetings. Fifth grade students are invited to attend the middle school orientation. During this time, they are able to tour the campus, visit classrooms, and meet their future middle school counselors. Students from the local high school mentor our fifth grade students weekly through the Elevate program.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Student achievement will increase as a result of rigorous standards-based instruction in all classrooms.
- G2.** Student achievement will increase as a result of the implementation of a systematic MTSS process at the school level.

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. Student achievement will increase as a result of rigorous standards-based instruction in all classrooms.

1a

G073896

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Resources Available to Support the Goal 2

- Florida State Standards, FSA (Florida State Assessment) Test Item Specifications, Hess' Cognitive Rigor Matrices, Marzano's Design Questions, Desired Effects, and Elements, structured Professional Learning Community (PLC) sessions for planning at each grade level supported by the School-Based Coaches, targeted professional development based on student achievement data, classroom walk-through feedback, informal and formal observation data, common assessment data and Instructional Management System (IMS) resources and the guidance/support of the School Transformation Office (STO) team, monitoring of research-based instructional and intervention materials, on-going progress monitoring of assessment data, utilization of the MTSS process and MTSS school-based team

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in the delivery of standards-based instruction as well as the lack of teacher knowledge in the differentiation of instruction to meet the needs of all levels and modalities of learners, lack of expertise in the use of the MTSS process, lack of expertise in using data to plan instruction across all content areas.

Plan to Monitor Progress Toward G1. 8

Collect and analyze data from common assessments, district/STO assessments, Journeys Benchmark Assessments, Fountas & Pinnell assessments, iObservation detail reports

Person Responsible

Deborah Coffie

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Increase in student achievement growth from the selected assessments

G2. Student achievement will increase as a result of the implementation of a systematic MTSS process at the school level. 1a

G073897

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Resources Available to Support the Goal 2

- School-based MTSS team, research-based instructional/behavioral and intervention materials, progress monitoring and assessment data, behavior data from both Electronic Data Warehouse Business Intelligence (EDWBI) and Student Management System (SMS), monitoring and oversight by the school leadership team, MTSS designee, school-based coaches and school administration.

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge regarding the interpretation and use of intervention data. Lack of knowledge in the MTSS process along with resources for progress monitoring Tier I, Tier II and Tier III learners (lack of expertise in the use of the MTSS process).

Plan to Monitor Progress Toward G2. 8

Analyze data in Tier I, II and III

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Common assessment data reports, computer based ongoing progress monitoring, Lexia data reports, LLI (Leveled Literacy Intervention) assessment data, Fountas & Pinnell quarterly assessments

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. Student achievement will increase as a result of rigorous standards-based instruction in all classrooms. **1**

 G073896

G1.B1 Lack of teacher knowledge in the delivery of standards-based instruction as well as the lack of teacher knowledge in the differentiation of instruction to meet the needs of all levels and modalities of learners, lack of expertise in the use of the MTSS process, lack of expertise in using data to plan instruction across all content areas. **2**

 B193006

G1.B1.S1 The Leadership Team and the School-Based Coaches will conduct classroom walk-throughs and data will be used to identify teachers needing further support via the coaching cycle. Professional Development will be tier-based as well as tailored and differentiated to meet the needs of individual teachers. **4**

 S204511

Strategy Rationale

By building common knowledge, the teachers will have a repertoire of best practices to impact student achievement data.

Action Step 1 **5**

Professional Development will be scheduled and completed. Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, and Florida State Standards, and Marzano instructional strategies.

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Sign in sheets, agendas, reflection logs, guided notes

Action Step 2 5

Teachers will be individually coached based on needs.

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Coach Logs, emails, iObservation Detail reports with feedback, student growth/discipline data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Collaboration with PLCs, data meetings, and classroom instruction to determine if teachers are putting into practice the knowledge learned from professional development

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, exit slips, sign in sheet, data binders, iObservation data

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

Analyze data from the research-based interventions, Running Records, and common assessments to check effectiveness of strategies

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Common assessment data, Lexia reports, ongoing progress monitoring, Imagine Learning data

G1.B1.S2 Teachers will work collaboratively in grade level professional learning communities on a weekly basis. Teams will identify best practices and instructional methods to be utilized to improved student academic performance. 4

 S204512

Strategy Rationale

Rigorous standards need to be identified and effectively implemented in order to increase students' performance levels.

Action Step 1 5

Grade level PLC will be held weekly

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC notes, sign in sheets, grade level lesson plans, grade level data logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Collaboration with PLCs, data meetings and classroom observations

Person Responsible

Heather Augustin

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC notes, sign in sheets, data binders, iObservation detail reports with feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analyze iObservation data and student performance data

Person Responsible

Deborah Coffie

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

iObservation detailed reports, ongoing progress monitoring, common assessment data

G2. Student achievement will increase as a result of the implementation of a systematic MTSS process at the school level. **1**

 G073897

G2.B1 Lack of teacher knowledge regarding the interpretation and use of intervention data. Lack of knowledge in the MTSS process along with resources for progress monitoring Tier I, Tier II and Tier III learners (lack of expertise in the use of the MTSS process). **2**

 B193007

G2.B1.S1 Professional development/training for the instructional staff on the MTSS process will be provided. On-going support by the school-based MTSS designee and team will be implemented as well.

4

 S204513

Strategy Rationale

Empowering teachers to monitor the effectiveness of their instruction and make timely changes as needed will ensure student progress.

Action Step 1 **5**

Initial MTSS professional development will be provided for all instructional staff. The school's MTSS designee and the school level MTSS team will facilitate the training session. The School Psychologist and School Social Worker will provide monitoring and support to ensure an effective process. Teachers will analyze data during PLCs.

Person Responsible

Tierney Houston

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Data binder, agenda, sign in sheets, upward trends and patterns in student achievement data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walkthroughs, progress monitoring data, review of bi-weekly data for Tier II students and weekly data for Tier III students

Person Responsible

Carol Johnson

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation data, emails, data binders, ongoing progress monitoring data, MTSS data charts, master calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Systematic and consistent analysis of student achievement data for Tier II and Tier III students to ensure that students are making appropriate academic progress in the designated time frame.

Person Responsible

Michael Gladden

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation data, emails, data binders, common assessments, ongoing progress monitoring data, student achievement data, student grouping composition and upward trends in assessment data

G2.B1.S2 Devise a tutoring plan to serve students in Tier II and Tier III. 4

S204514

Strategy Rationale

Identify students in need and provide additional resources.

Action Step 1 5

Disaggregate and analyze progress monitoring data to formulate intervention groups

Person Responsible

Michael Gladden

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data binder, agenda, sign in sheets, grouping patterns of students, upward trends and patterns in student achievement.

Action Step 2 5

Provide professional development in how to use differentiated instruction in the classroom.

Person Responsible

Heather Augustin

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Progress monitoring data, review monthly data for Tier II and Tier III

Person Responsible

Tierney Houston

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data binders, on-going progress monitoring data, student achievement data, grouping compositions, and upward trends and assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Systematic and consistent analysis of Tier II and Tier III student achievement data to ensure that students are making appropriate academic progress

Person Responsible

Michael Gladden

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

iObservation data, progress monitoring data, student achievement data, grouping composition, and upward trends in assessment data

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	Professional Development will be scheduled and completed. Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, and Florida State Standards, and Marzano instructional strategies.	Coffie, Deborah	8/17/2015	Sign in sheets, agendas, reflection logs, guided notes	6/10/2016 weekly
G1.B1.S2.A1	Grade level PLC will be held weekly	Coffie, Deborah	8/24/2015	PLC notes, sign in sheets, grade level lesson plans, grade level data logs	6/9/2016 weekly
G2.B1.S1.A1	Initial MTSS professional development will be provided for all instructional staff. The school's MTSS designee and the school level MTSS team will facilitate the training session. The School	Houston, Tierney	8/24/2015	Data binder, agenda, sign in sheets, upward trends and patterns in student achievement data	6/8/2016 biweekly

Orange - 1431 - Ridgewood Park Elementary - 2015-16 SIP
Ridgewood Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Psychologist and School Social Worker will provide monitoring and support to ensure an effective process. Teachers will analyze data during PLCs.				
G2.B1.S2.A1	Disaggregate and analyze progress monitoring data to formulate intervention groups	Gladden, Michael	8/24/2015	Data binder, agenda, sign in sheets, grouping patterns of students, upward trends and patterns in student achievement.	6/9/2016 monthly
G1.B1.S1.A2	Teachers will be individually coached based on needs.	Coffie, Deborah	8/24/2015	Coach Logs, emails, iObservation Detail reports with feedback, student growth/ discipline data	6/8/2016 biweekly
G2.B1.S2.A2	Provide professional development in how to use differentiated instruction in the classroom.	Augustin, Heather	8/24/2015	Training materials and agendas, teacher reflection exit slips	6/8/2016 monthly
G1.MA1	Collect and analyze data from common assessments, district/STO assessments, Journeys Benchmark Assessments, Fountas & Pinnell assessments, iObservation detail reports	Coffie, Deborah	8/24/2015	Increase in student achievement growth from the selected assessments	6/8/2016 monthly
G1.B1.S1.MA1	Analyze data from the research-based interventions, Running Records, and common assessments to check effectiveness of strategies	Coffie, Deborah	8/24/2015	Common assessment data, Lexia reports, ongoing progress monitoring, Imagine Learning data	6/8/2016 biweekly
G1.B1.S1.MA1	Collaboration with PLCs, data meetings, and classroom instruction to determine if teachers are putting into practice the knowledge learned from professional development	Coffie, Deborah	8/24/2015	Agenda, exit slips, sign in sheet, data binders, iObservation data	6/8/2016 weekly
G1.B1.S2.MA1	Analyze iObservation data and student performance data	Coffie, Deborah	8/24/2015	iObservation detailed reports, ongoing progress monitoring, common assessment data	6/9/2016 monthly
G1.B1.S2.MA1	Collaboration with PLCs, data meetings and classroom observations	Augustin, Heather	8/24/2015	PLC notes, sign in sheets, data binders, iObservation detail reports with feedback	6/9/2016 biweekly
G2.MA1	Analyze data in Tier I, II and III	Coffie, Deborah	8/24/2015	Common assessment data reports, computer based ongoing progress monitoring, Lexia data reports, LLI (Leveled Literacy Intervention) assessment data, Fountas & Pinnell quarterly assessments	6/8/2016 biweekly
G2.B1.S1.MA1	Systematic and consistent analysis of student achievement data for Tier II and Tier III students to ensure that students are making appropriate academic progress in the designated time frame.	Gladden, Michael	8/24/2015	iObservation data, emails, data binders, common assessments, ongoing progress monitoring data, student achievement data, student grouping composition and upward trends in assessment data	6/8/2016 biweekly
G2.B1.S1.MA1	Classroom walkthroughs, progress monitoring data, review of bi-weekly data for Tier II students and weekly data for Tier III students	Johnson, Carol	8/24/2015	iObservation data, emails, data binders, ongoing progress monitoring data, MTSS data charts, master calendar	6/8/2016 weekly
G2.B1.S2.MA1	Systematic and consistent analysis of Tier II and Tier III student achievement data to ensure that students are making appropriate academic progress	Gladden, Michael	8/24/2015	iObservation data, progress monitoring data, student achievement data, grouping composition, and upward trends in assessment data	6/9/2016 monthly
G2.B1.S2.MA1	Progress monitoring data, review monthly data for Tier II and Tier III	Houston, Tierney	8/24/2015	Data binders, on-going progress monitoring data, student achievement data, grouping compositions, and upward trends and assessment data	6/9/2016 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. Student achievement will increase as a result of rigorous standards-based instruction in all classrooms.

G1.B1 Lack of teacher knowledge in the delivery of standards-based instruction as well as the lack of teacher knowledge in the differentiation of instruction to meet the needs of all levels and modalities of learners, lack of expertise in the use of the MTSS process, lack of expertise in using data to plan instruction across all content areas.

G1.B1.S1 The Leadership Team and the School-Based Coaches will conduct classroom walk-throughs and data will be used to identify teachers needing further support via the coaching cycle. Professional Development will be tier-based as well as tailored and differentiated to meet the needs of individual teachers.

PD Opportunity 1

Professional Development will be scheduled and completed. Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, and Florida State Standards, and Marzano instructional strategies.

Facilitator

Administration, Coaches, Leadership Team Members

Participants

Instructional staff

Schedule

Weekly, from 8/17/2015 to 6/10/2016

PD Opportunity 2

Teachers will be individually coached based on needs.

Facilitator

Administration, Coaches, Leadership Team Members

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

G1.B1.S2 Teachers will work collaboratively in grade level professional learning communities on a weekly basis. Teams will identify best practices and instructional methods to be utilized to improved student academic performance.

PD Opportunity 1

Grade level PLC will be held weekly

Facilitator

School-based Content Area Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G2. Student achievement will increase as a result of the implementation of a systematic MTSS process at the school level.

G2.B1 Lack of teacher knowledge regarding the interpretation and use of intervention data. Lack of knowledge in the MTSS process along with resources for progress monitoring Tier I, Tier II and Tier III learners (lack of expertise in the use of the MTSS process).

G2.B1.S1 Professional development/training for the instructional staff on the MTSS process will be provided. On-going support by the school-based MTSS designee and team will be implemented as well.

PD Opportunity 1

Initial MTSS professional development will be provided for all instructional staff. The school's MTSS designee and the school level MTSS team will facilitate the training session. The School Psychologist and School Social Worker will provide monitoring and support to ensure an effective process. Teachers will analyze data during PLCs.

Facilitator

Administration, School-Based Coaches, Leadership Team Members

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

G2.B1.S2 Devise a tutoring plan to serve students in Tier II and Tier III.

PD Opportunity 1

Provide professional development in how to use differentiated instruction in the classroom.

Facilitator

Heather Augustin

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development will be scheduled and completed. Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, and Florida State Standards, and Marzano instructional strategies.				\$14,510.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1431 - Ridgewood Park Elementary	School Improvement Funds	718.0	\$10,000.00
<i>Notes: for LLI (Leveled Literacy Intervention) materials and consultant fee for training and implementation</i>						
			1431 - Ridgewood Park Elementary	School Improvement Funds	718.0	\$4,510.00
<i>Notes: to be used to pay for substitutes for teacher Professional Development days</i>						
2	G1.B1.S1.A2	Teachers will be individually coached based on needs.				\$0.00
3	G1.B1.S2.A1	Grade level PLC will be held weekly				\$0.00
4	G2.B1.S1.A1	Initial MTSS professional development will be provided for all instructional staff. The school's MTSS designee and the school level MTSS team will facilitate the training session. The School Psychologist and School Social Worker will provide monitoring and support to ensure an effective process. Teachers will analyze data during PLCs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1431 - Ridgewood Park Elementary	School Improvement Funds	718.0	\$0.00
<i>Notes: for Imagine Learning resources to be used for intervention</i>						
5	G2.B1.S2.A1	Disaggregate and analyze progress monitoring data to formulate intervention groups				\$0.00
6	G2.B1.S2.A2	Provide professional development in how to use differentiated instruction in the classroom.				\$0.00
					Total:	\$14,510.00