

Orange County Public Schools

Ridgewood Park Elementary



2017-18 Schoolwide Improvement Plan

Ridgewood Park Elementary

3401 PIONEER RD, Orlando, FL 32808

<https://ridgewoodparkes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	D

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ridgewood Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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. We use Kagan strategies to promote collaborative structures in reading, writing, math, and science schoolwide. We also use team building strategies within our grade level professional learning communities to develop effective working relationships. There is a school-wide focus on connecting with families and communities through Facebook, school website, Connect Orange phone messages, newsletters, and student planners. Teachers make bi-weekly contact with parents through email, class newsletters, phone calls, weekly work folders, and parent conferences. We celebrate Hispanic Month, Black History Month, and Multi-Cultural Events to recognize our diverse cultures. We also host Meet the Teacher, Open House, Report Card Nights, along with various family events throughout the year to help build relationships between students, their families, and the teachers.

b. 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. 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. In classrooms, rules and procedures are posted and reviewed daily to create a safe learning environment. The safety patrols also help ensure safety in following rules during arrival and dismissal.

c. 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 pre-planning 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 are 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 has implemented an alternative to out of school suspension (Tiger's Den). Students receive instruction in core subject areas and intervention during their stay in the Tiger's Den.

d. 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. Behavioral data is tracked via behavior logs and reviewed on a weekly basis by our Administrative Dean. The behavior leadership team meets monthly to analyze discipline data, identify trends and provide professional development to address needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	22	22	19	9	19	0	0	0	0	0	0	0	108
One or more suspensions	1	0	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	3	27	24	2	8	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	60	60	69	0	0	0	0	0	0	0	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	0	5	28	6	16	0	0	0	0	0	0	0	57

c. 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.

A behavior incentive plan is created for targeted students and a weekly log is sent home for parent signature/comment. Targeted students are assigned a mentor with regular meetings and mentoring

sessions. We also have a social skills program to address the needs of our students. Truancy concerns are referred to the social worker for follow-up and action.

The leadership team meets weekly to:

- Facilitate the implementation of specific programs (ex. tutoring before and after school; Saturday Academies during FSA preparedness week) that provide intervention support to students identified through data chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals (ex. behavior management PD).
- Organize and support systematic data collection (e.g. district and state assessments; mini-assessments/checks for understanding; iObservation data, classroom walk-through data).
- Assist and monitor standards-based instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team).
- Strengthen the Tier 1 (core curriculum) instruction through the implementation and support of PLCs.

Ridgewood Park is under the District School Transformation Office (STO). STO provides coaches, senior administrators, to include an EAD. STO provides direct support, utilizing the coaching cycle.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Community involvement is expected to increase. Parents will be provided with multiple opportunities to be involved in school events and decision-making activities. 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 before and after school hours. Parents will be encouraged to participate in "Coffee with Coffie" meet and greet where parents are provided with curriculum updates, school activities, and upcoming events. We update student grades weekly in Progress Book so parents are kept abreast of their child's progress. Other avenues of communication are using a monthly grade level newsletter, writing in the child's planner, sending home samples of student work with feedback on a weekly basis, as well as weekly phone calls on the student's progress. We hope to continue with our "Parent of the Month" initiative within the course of this school year. Our Facebook page will also be updated on a more regular basis to improve communication via social media.

2. 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. A bulletin board in the media center will display staff and parent membership percentages, 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 a community volunteer that provides weekly violin lessons and local high school students from Elevate (student mentoring program) provide weekly support in the classrooms. The school collaborates with multiple local business partners in order to fund student incentives and assist families of students in need. For example, McDonald's provides us with a matching dollar amount for every dollar revenue sold during our McDonald's night, and they provide funding for various academic incentives. We partner with the local STARS program which allows us to provide our students with backpacks, and our local church provides us with shoes and clothing for our students in need.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Coffie, Deborah	Principal
Gainous, Vicki	Dean
SippioWilliamson, Darlene	Instructional Coach
Augustin, Heather	Instructional Coach
Martin, Yvonne	Teacher, ESE
Johnson, Carol	School Counselor
Howell, Christina	Assistant Principal
Register, Brittany	Other

b. Duties

1. 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 will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. They will communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity 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 will provide guidance and support on district plans for student achievement, facilitate data collection, and assist with data analysis for Tier I, II, and III.

The Principal and Assistant Principal will meet with the Area Superintendent and the EAD on a regular basis to analyze data and review instructional needs. They will provide direct support, utilizing the coaching cycle and provide professional development to produce academic growth.

2. 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, Leadership Team and STO collect and analyze available data biweekly.

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

Teachers, Leadership Team and STO 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.

Title III - Funds are provided for instructional resources, dictionaries, and before/after school tutoring in both reading and math.

SAI - Funds are used for after school tutoring for third grade students not making adequate progress in reading and students in fourth and fifth who scored Level 1 on FSA Reading.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ikuko Imanaka	Teacher
Deborah Coffie	Principal
Heather Augustin	Teacher
Vicki Gainous	Teacher
Yvonne Martin	Teacher
Brittany Register	Teacher
Leslie Jones	Parent
Ronda Robinson	Education Support Employee
Andrea Horne	Parent
Mona Carr	Parent
Clara Walters	Business/Community
Mossese Moreau	Parent
Mariflor Roblero	Parent
Chasity McCreedy	Teacher
Gary Howell	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members evaluated the 2016-2017 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 2017-2018 SIP.

b. Development of this school improvement plan

The Principal will review the 2016-2017 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.

c. 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).

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Augustin, Heather	Instructional Coach
SippioWilliamson, Darlene	Instructional Coach
McCready, Chasity	Instructional Coach
Register, Brittany	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative for the 2017-2018 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 to meet the needs of struggling students and to challenge advanced students. Student incentives are provided throughout the year to keep students motivated.

The Literacy Leadership Team, as well as other resource staff members, will mentor, coach, and support instructors on each grade level. The LLT plans and hosts curriculum nights, Scholastic Book Fairs, and Battle of the Books competition to promote literacy school wide. The LLT members monitors the ELA lesson planning process to ensure that teachers are implementing rigorous standards-based instruction across all content areas, and that all teachers are utilizing best practice strategies in ELA. The LLT members also monitor ELA data closely and participates in MTSS discussions. Through regular monitoring and courageous conversations, they are able to identify school-wide and individual teachers' ELA instructional strengths and weaknesses thereby establishing a needs assessment for a school wide professional development plan to support identified instructional needs to improve teacher practice and effectiveness in ELA.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 to assist the 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. Professional development in common planning was provided during the summer so that teachers would feel comfortable beginning the processes as soon as school began.

2. 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 differentiated 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Curriculum Resource Material (CRM) 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.

In addition, the Principal, Assistant Principal and STO routinely complete classroom walk-throughs and evaluate if the instruction is meeting the elements of the standard. Immediate feedback is provided to teachers regarding the alignment of the instructional programs, materials, and delivery of instruction as it relates to the Florida standards.

b. Instructional Strategies

1. 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, the administrative team conducts weekly data meetings with grade level PLCs to ensure that the specific academic needs of all students are being addressed through the delivery of differentiated core curriculum instruction. Data is used to determine the levels of support students will receive during small group instruction in both reading and mathematics. Data also determines how instructional materials will be differentiated or modified to best meet the needs of each individual student. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. 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. The groups include our Tier 1- students reading on grade level receive general academic and behavior instruction and support designed and differentiated for all students in all settings, as well as Tier 2 - students reading just below receive more focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction, and Tier 3 - students needing much improvement receive intensive individualized interventions and supports which includes the most intense increased time, narrowed focus, reduced group size, instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction.

The MTSS process includes scheduling quarterly diagnostic and progress monitoring assessments which allows us to determine student progress toward proficiency and allows us to make adjustments to the curriculum and instruction to meet their learning needs. An example of how instruction is adjusted is through the iReady computer program which self-adjusts to accommodate student's proficiency level. Supplemental support is provided through small group instruction along with pull-out groups where students are able to receive additional direct instruction from a more experienced teacher/coach. The school has acquired the services of an outside tutor to target our retained

students in 3rd grade in Reading and Mathematics and we have an after-school program for targeted students.

2. 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: After School Program

Minutes added to school year: 5,040

Students in grades 3-5 are identified for after school tutoring by reviewing baseline FSA in reading and mathematics. Tutoring is provided 1.5 hours each week in reading and/or mathematics, depending on their needs. Teachers provide one-on-one support and explicit instruction to students in small groups formulated based on data from Florida Standards Assessment Reading and Mathematics (FSA) and common assessments. This explicit instruction is targeted to the FSA standards.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

Students will take a reading and math diagnostic quarterly to assess their performance level, strengths and weaknesses based on grade level specific standards. In addition, students will be progress monitored on a monthly basis to assess the effectiveness of on-going interventions and supplemental programs. An evaluation of this data will determine our next steps. Students are re-grouped according to proficiency levels and more targeted instruction is provided. Student progress will be monitored for proficiency data, time-on-task and computer usage in iReady for reading and mathematics.

Strategy: Extended School Year

Minutes added to school year: 10,800

Develop a school-wide reading intervention plan targeted to meet the needs of students working below, on or above grade level according to progress monitoring data. Instructional, resource teachers, and administrators will work with groups of students during this time.

Strategy Rationale

To improve student academic achievement and increase the number of students scoring at Level 3 or above on the Florida Standards Assessment (FSA).

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

Student progress will be monitored using quarterly diagnostic to assess their performance level, strengths and weaknesses based on grade level specific standards. In addition, students will be progress monitored on a monthly basis to assess the effectiveness of on-going interventions and supplemental programs. An evaluation of this data will determine our next steps. Students may be re-grouped according to proficiency levels and more targeted instruction provided, or students introduced to a computer based curriculum were proficiency data, time-on-task and computer usage can be used to monitor and track student progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Pre-K teacher collaborates with kindergarten teachers to discuss the kindergarten curriculum. During the initial months of school August - September, all Pre-K-5 parents are invited to our Meet-the-Teacher Events, Open House, and curriculum nights where students and parents are welcomed back to school and grade level expectations are discussed. Our parents are encouraged to attend SAC and PTA meetings where they are encouraged to participate in decision-making activities on campus. All of our fifth grade students are invited to attend the middle school orientation programs which include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights to facilitate their transition. 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 to meet the needs of all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G095879

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in the delivery of rigorous standards-based instruction to meet student needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards, FSA (Florida State Assessment) Test Item Specifications, Hess' Cognitive Rigor Matrix, Marzano's Design Questions, Desired Effects, and Elements, structured District Professional Learning Community (DPLC), 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, iReady Reading and Math Computer-Based Program.

Plan to Monitor Progress Toward G1. 8

Collect and analyze data from common assessments, Journeys Benchmark Assessments, Fountas & Pinnell assessments (Running Records), iObservation detail reports.

Person Responsible

Deborah Coffie

Schedule

Monthly, from 8/14/2017 to 5/31/2018

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 to meet the needs of all students. 1a

G095880

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- The various levels of knowledge among teachers on the implementation of the MTSS process is impacting the differentiation of student instruction.

Resources Available to Help Reduce or Eliminate the Barriers 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 will be provided by the School Leadership Team, STO Team, MTSS Coach, School-Based Coaches and School Administration.

Plan to Monitor Progress Toward G2. 8

Analyze data in Tier I, II and III.

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Common assessment data reports, computer-based ongoing progress monitoring, Fountas & Pinnell quarterly assessments (Running Records) and iReady Reports.

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

G095879

G1.B1 Lack of teacher knowledge in the delivery of rigorous standards-based instruction to meet student needs. 2

B258073

G1.B1.S1 The Leadership Team, School-Based Coaches and STO Team will provide differentiated professional development on the implementation of standards-based instruction to ensure instruction follows Marzano framework with fidelity. 4

S273189

Strategy Rationale

By building common knowledge, the teachers will have a repertoire of best practices helping them understand how the framework impacts standards-based instruction with the support of administration.

Action Step 1 5

Conduct professional developments on the implementation of state standards, relevance, Webb's Depth of Knowledge, Florida State Standards, the use of technology in the classroom and Marzano instructional strategies for effective rigorous standards-based instruction.

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agendas, reflection logs, guided notes from Power Point, revised lesson progressions, PLC notes based on professional development.

Action Step 2 5

Coach teachers individually based on needs through the coaching cycle.

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observation of coaching cycle with weekly actionable feedback provided by leadership team, teacher reflection logs, monitor professional goals of teacher's participated in side-by-side coaching in Domain 1-Element 1 of Marzano Instructional Framework and peer observations.

Action Step 3 5

Provide professional development on the use of technology within the classroom and how to enhance student learning.

Person Responsible

Brittany Register

Schedule

On 5/31/2018

Evidence of Completion

Agendas, lesson plans/progressions and classroom observation notes.

Action Step 4 5

Provide additional differentiated resources to integrate within the science and social studies curriculum to increase student achievement. Provide 4th and 5th grade students and teachers the opportunity to attend a field trip to St. Augustine which addresses Social Studies standards based instruction.

Person Responsible

Heather Augustin

Schedule

On 5/31/2018

Evidence of Completion

Social Studies assessment and student reflections

Action Step 5 5

Administrators will provide opportunities to attend conferences/trainings on Kagan to build teacher capacity for student cooperative learning within the classroom to increase student engagement and learning.

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agendas, and guided notes from Power Point

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

Classroom walk-throughs, Standards-based lesson presentation during grade level PLCs, evidence of students mastery of standards and classroom instruction to determine if teachers are putting into practice the knowledge learned from professional developments.

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agenda, exit slips, sign in sheet, data binders, iObservation data, lesson plans.

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

Analyze data from the research-based interventions, Fountas & Pinnell Running Records, Benchmark Assessments, and common assessments to check effectiveness of strategies.

Person Responsible

Deborah Coffie

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Common assessment data, iReady reading and math reports, ongoing progress monitoring and Oral Reading Fluency (ORF) 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

S273190

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 meetings will be held weekly and quarterly teacher planning days will be provided.

Person Responsible

Deborah Coffie

Schedule

Weekly, from 8/14/2017 to 5/31/2018

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 8/14/2017 to 5/31/2018

Evidence of Completion

PLC notes, sign in sheets, data binders, iObservation detail reports with feedback, coaching logs, and peer observation reflection logs.

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 8/14/2017 to 5/31/2018

Evidence of Completion

iObservation detailed reports, ongoing progress monitoring, and common assessment data.

G2. Student achievement will increase as a result of the implementation of a systematic MTSS process to meet the needs of all students. 1

G095880

G2.B1 The various levels of knowledge among teachers on the implementation of the MTSS process is impacting the differentiation of student instruction. 2

B258074

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 Coach, leadership team and STO team will be implemented. 4

S273191

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

Provide initial MTSS professional development for all instructional staff. The school's MTSS Coach and the school-based 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 to identify and provide tiered support to our students.

Person Responsible

Chasity McCready

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data binder, agenda, sign in sheets, upward trends and patterns in student achievement data, MTSS PD Power Point, MTSS reflection questions.

Action Step 2 5

Provide teachers and administration professional development training to implement CHAMPS positive behavioral approach school-wide in order to minimize the loss of instructional time.

Person Responsible

Brittany Register

Schedule

Quarterly, from 8/14/2017 to 7/31/2018

Evidence of Completion

Discipline data, certificate/log of participation, and CHAMPS school-wide discipline plan.

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

Heather Augustin

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

Chasity McCready

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G2.B1.S2 Develop and monitor an intervention block to allow coaches and intervention specialists to work with our struggling readers in grades 3-4-5 (45 minutes daily) and classroom teachers to provide enrichment. 4

S273192

Strategy Rationale

Identify students in subgroups (ELL, ESE, lowest 25%, bubble, and on grade level) and identify resources that will accommodate their learning needs.

Action Step 1 5

Disaggregate and analyze progress monitoring data to formulate intervention groups.

Person Responsible

Heather Augustin

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Heather Augustin

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

Action Step 3 5

Develop and monitor tutorial programs (during the school day, after school and Saturday School). Implement J&J Educational Bootcamp, Math and Science curriculum for grades 3 - 5.

Person Responsible

Chasity McCready

Schedule

On 5/31/2018

Evidence of Completion

Pre and Post assessments, iReady diagnostics, exit slips

Action Step 4 5

Hire support personnel (2 - degreed tutors and 1 paraprofessional) to work with the lowest 30% in grades 3-5 during small group instruction to increase student achievement.

Person Responsible

Deborah Coffie

Schedule

On 5/31/2018

Evidence of Completion

Exit slips, reading data matrix, iReady Reading and Math diagnostic

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

Chasity McCready

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data binders, on-going progress monitoring data, student achievement data, grouping compositions, MTSS reflection questions, and upward trends in 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

Christina Howell

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M393104	Collect and analyze data from common assessments, Journeys Benchmark Assessments, Fountas & Pinnell...	Coffie, Deborah	8/14/2017	Increase in student achievement growth from the selected assessments.	5/31/2018 monthly
G2.MA1  M393109	Analyze data in Tier I, II and III.	Coffie, Deborah	8/14/2017	Common assessment data reports, computer-based ongoing progress monitoring, Fountas & Pinnell quarterly assessments (Running Records) and iReady Reports.	5/31/2018 biweekly
G1.B1.S1.MA1  M393100	Analyze data from the research-based interventions, Fountas & Pinnell Running Records, Benchmark...	Coffie, Deborah	8/14/2017	Common assessment data, iReady reading and math reports, ongoing progress monitoring and Oral Reading Fluency (ORF) data.	5/31/2018 biweekly
G1.B1.S1.MA1  M393101	Classroom walk-throughs, Standards-based lesson presentation during grade level PLCs, evidence of...	Coffie, Deborah	8/14/2017	Agenda, exit slips, sign in sheet, data binders, iObservation data, lesson plans.	5/31/2018 weekly
G1.B1.S1.A1  A366704	Conduct professional developments on the implementation of state standards, relevance, Webb's Depth...	Coffie, Deborah	8/14/2017	Sign in sheets, agendas, reflection logs, guided notes from Power Point, revised lesson progressions, PLC notes based on professional development.	5/31/2018 weekly
G1.B1.S1.A2  A366705	Coach teachers individually based on needs through the coaching cycle.	Coffie, Deborah	8/14/2017	Classroom observation of coaching cycle with weekly actionable feedback provided by leadership team, teacher reflection logs, monitor professional goals of teacher's participated in side-by-side coaching in Domain 1-Element 1 of Marzano Instructional Framework and peer observations.	5/31/2018 biweekly
G1.B1.S1.A3  A366706	Provide professional development on the use of technology within the classroom and how to enhance...	Register, Brittany	8/14/2017	Agendas, lesson plans/progressions and classroom observation notes.	5/31/2018 one-time
G1.B1.S1.A4  A366707	Provide additional differentiated resources to integrate within the science and social studies...	Augustin, Heather	8/14/2017	Social Studies assessment and student reflections	5/31/2018 one-time
G1.B1.S1.A5  A366708	Administrators will provide opportunities to attend conferences/trainings on Kagan to build teacher...	Coffie, Deborah	8/14/2017	Sign in sheets, agendas, and guided notes from Power Point	5/31/2018 weekly
G2.B1.S1.MA1  M393105	Systematic and consistent analysis of student achievement data for Tier II and Tier III students...	McCready, Chasity	8/14/2017	iObservation data, emails, data binders, common assessments, ongoing progress monitoring data, student achievement data, student grouping composition, MTSS reflection questions, and upward trends in assessment data.	5/31/2018 biweekly
G2.B1.S1.MA1  M393106	Classroom walkthroughs, progress monitoring data, review of bi-weekly data for Tier II students and...	Augustin, Heather	8/14/2017	iObservation data, emails, data binders, ongoing progress monitoring data, MTSS data charts, master calendar, MTSS reflection questions.	5/31/2018 weekly
G2.B1.S1.A1  A366710	Provide initial MTSS professional development for all instructional staff. The school's MTSS Coach...	McCready, Chasity	8/14/2017	Data binder, agenda, sign in sheets, upward trends and patterns in student achievement data, MTSS PD Power Point, MTSS reflection questions.	5/31/2018 biweekly
G1.B1.S2.MA1  M393102	Analyze iObservation data and student performance data.	Coffie, Deborah	8/14/2017	iObservation detailed reports, ongoing progress monitoring, and common assessment data.	5/31/2018 monthly
G1.B1.S2.MA1  M393103	Collaboration with PLCs, data meetings and classroom observations.	Augustin, Heather	8/14/2017	PLC notes, sign in sheets, data binders, iObservation detail reports with feedback, coaching logs, and peer observation reflection logs.	5/31/2018 biweekly

Orange - 1431 - Ridgewood Park Elementary - 2017-18 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
G1.B1.S2.A1 A366709	Grade level PLC meetings will be held weekly and quarterly teacher planning days will be provided.	Coffie, Deborah	8/14/2017	PLC notes, sign in sheets, grade level lesson plans, grade level data logs	5/31/2018 weekly
G2.B1.S2.MA1 M393108	Progress monitoring data, review monthly data for Tier II and Tier III.	McCready, Chasity	8/14/2017	Data binders, on-going progress monitoring data, student achievement data, grouping compositions, MTSS reflection questions, and upward trends in assessment data	5/31/2018 monthly
G2.B1.S2.A1 A366712	Disaggregate and analyze progress monitoring data to formulate intervention groups.	Augustin, Heather	8/14/2017	Data binder, agenda, sign in sheets, grouping patterns of students, upward trends and patterns in student achievement, MTSS reflection questions.	5/31/2018 monthly
G2.B1.S2.A2 A366713	Provide professional development on how to use differentiated instruction in the classroom.	Augustin, Heather	8/14/2017	Training materials and agendas, teacher reflection exit slips	5/31/2018 monthly
G2.B1.S2.A3 A366714	Develop and monitor tutorial programs (during the school day, after school and Saturday School)...	McCready, Chasity	8/14/2017	Pre and Post assessments, iReady diagnostics, exit slips	5/31/2018 one-time
G2.B1.S2.A4 A366715	Hire support personnel (2 - degreed tutors and 1 paraprofessional) to work with the lowest 30% in...	Coffie, Deborah	8/14/2017	Exit slips, reading data matrix, iReady Reading and Math diagnostic	5/31/2018 one-time
G2.B1.S2.MA1 M393107	Systematic and consistent analysis of Tier II and Tier III student achievement data to ensure that...	Howell, Christina	8/14/2017	iObservation data, progress monitoring data, student achievement data, grouping composition, MTSS reflection questions, and upward trends in assessment data	6/1/2018 monthly
G2.B1.S1.A2 A366711	Provide teachers and administration professional development training to implement CHAMPS positive...	Register, Brittany	8/14/2017	Discipline data, certificate/log of participation, and CHAMPS school-wide discipline plan.	7/31/2018 quarterly

V. 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 rigorous standards-based instruction to meet student needs.

G1.B1.S1 The Leadership Team, School-Based Coaches and STO Team will provide differentiated professional development on the implementation of standards-based instruction to ensure instruction follows Marzano framework with fidelity.

PD Opportunity 1

Conduct professional developments on the implementation of state standards, relevance, Webb's Depth of Knowledge, Florida State Standards, the use of technology in the classroom and Marzano instructional strategies for effective rigorous standards-based instruction.

Facilitator

Administration, Coaches, Leadership Team Members

Participants

Instructional staff

Schedule

Weekly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Coach teachers individually based on needs through the coaching cycle.

Facilitator

Administration, Coaches, Leadership Team Members

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

PD Opportunity 3

Administrators will provide opportunities to attend conferences/trainings on Kagan to build teacher capacity for student cooperative learning within the classroom to increase student engagement and learning.

Facilitator

Administration, Coaches, Leadership Team Members

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/31/2018

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 meetings will be held weekly and quarterly teacher planning days will be provided.

Facilitator

School-based Content Area Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G2. Student achievement will increase as a result of the implementation of a systematic MTSS process to meet the needs of all students.

G2.B1 The various levels of knowledge among teachers on the implementation of the MTSS process is impacting the differentiation of student instruction.

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 Coach, leadership team and STO team will be implemented.

PD Opportunity 1

Provide initial MTSS professional development for all instructional staff. The school's MTSS Coach and the school-based 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 to identify and provide tiered support to our students.

Facilitator

Administration, School-Based Coaches, Leadership Team Members

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G2.B1.S2 Develop and monitor an intervention block to allow coaches and intervention specialists to work with our struggling readers in grades 3-4-5 (45 minutes daily) and classroom teachers to provide enrichment.

PD Opportunity 1

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

Facilitator

Heather Augustin

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct professional developments on the implementation of state standards, relevance, Webb's Depth of Knowledge, Florida State Standards, the use of technology in the classroom and Marzano instructional strategies for effective rigorous standards-based instruction.				\$33,429.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$4,940.00
			Notes: 2 administrators and 8 teachers will attend the Florida Reading Conference in Tampa at the Renaissance Tampa International Plaza Hotel - (2 full days - Nov 5-6, 2017) \$225.00 per person for registration - (\$2,225.00) Hotel - \$219.00 per night - (\$1,095)			
			1431 - Ridgewood Park Elementary	UniSIG		\$11,116.00
			Notes: Substitutes for Kagan Two Day Training 38 teachers and 3 instructional resource teachers will attend Kagan professional development. The training is 2 full days, exact times and pricing not currently available. 38tchrs x 2days at \$154 per day			
			1431 - Ridgewood Park Elementary	UniSIG		\$17,373.00
			Notes: Conduct professional development for 50 teachers on the implementation of state standards and Marzano instructional strategies for effective rigorous standards-based learning. Hours: 8am - 4pm (1 hour lunch) for 2 days - August 2-3, 2018 39 teachers, \$25 per hour/15 hrs \$15,000 2 Day PD summer institute - 50 staff \$25/hr \$1,188.00 Retirement benefits @ 7.52% for 2 day summer PD 7.92% \$1,147.00 Social Security Benefits @ 7.65% \$38.00 Worker's Comp @ 3.02%			
2	G1.B1.S1.A2	Coach teachers individually based on needs through the coaching cycle.				\$0.00
3	G1.B1.S1.A3	Provide professional development on the use of technology within the classroom and how to enhance student learning.				\$121,628.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$3,380.00
			Notes: 1 administrator and 3 teachers will attend the FETC (Future of Education Technology Conference) at the Orange Convention Center - (4 full days - January 23-26, 2018). \$845 per person			
			1431 - Ridgewood Park Elementary	UniSIG		\$1,848.00
			Notes: Provide coverage for teachers attending FETC conference. Devise a schedule to reflect coverage for 8 teachers/instructional coaches attending FETC conference. Teachers will provide lesson plans. 3 substitutes will work 4 days each at \$154 per day.			
			1431 - Ridgewood Park Elementary	UniSIG		\$116,400.00
			Notes: 24 Smart Boards will be purchased and installed in classrooms to enhance student learning. \$4,850 each.			

4	G1.B1.S1.A4	Provide additional differentiated resources to integrate within the science and social studies curriculum to increase student achievement. Provide 4th and 5th grade students and teachers the opportunity to attend a field trip to St. Augustine which addresses Social Studies standards based instruction.				\$19,978.06
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$11,364.00
			<i>Notes: 117 4th graders and 105 5th graders will travel to St. Augustine, FL. (A total of 226 students) \$48 per person</i>			
			1431 - Ridgewood Park Elementary	UniSIG		\$4,102.00
			<i>Notes: Scholastic News Magazine will be purchased for 678 students to be used during the ELA to increase reading achievement. 678 students X \$5.50 each</i>			
			1431 - Ridgewood Park Elementary	UniSIG		\$4,512.06
			<i>Notes: Time for Kids will be purchased for 678 students to be used during ELA to increase reading achievement. 678 students X \$4.50 each Supplies will be purchased for supplemental instruction. Copy paper, folders, binders, pencils, markers, dry erase markers and erasers.</i>			
5	G1.B1.S1.A5	Administrators will provide opportunities to attend conferences/trainings on Kagan to build teacher capacity for student cooperative learning within the classroom to increase student engagement and learning.				\$9,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$9,890.00
			<i>Notes: Kagan Two Day Training (Presenter, Air Travel, Book, hotel and Workbook) 41 Teachers / Instructional Resource Teachers and 3 Admin will participate in the Kagan Professional Development at school. A consultant will provide training at the school. The training is 2 full days - (one day designated for primary/intermediate). Exact times and pricing not currently available.</i>			
6	G1.B1.S2.A1	Grade level PLC meetings will be held weekly and quarterly teacher planning days will be provided.				\$12,842.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$12,842.00
			<i>Notes: 19 full day subs, working 2 day sessions, each quarter. The 19 full day subs will cover 38 classrooms during the 2 day session, each quarter. \$154 per day Nov 9-10, Dec. 11-12, March 12-13, Jan. 16-17 Subs are for the Quarterly Teacher Planning Days for K-5th grade classroom teachers will be provided 4 individual days to analyze data for Tier II and III students and plan for differentiated instruction. The days will be November 9 or 10, December 11 or 12, March 12 or 13, January 16 or 17.</i>			
7	G2.B1.S1.A1	Provide initial MTSS professional development for all instructional staff. The school's MTSS Coach and the school-based 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 to identify and provide tiered support to our students.				\$0.00

Orange - 1431 - Ridgewood Park Elementary - 2017-18 SIP
Ridgewood Park Elementary

8	G2.B1.S1.A2	Provide teachers and administration professional development training to implement CHAMPS positive behavioral approach school-wide in order to minimize the loss of instructional time.				\$4,952.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$4,952.00
			<i>Notes: 36 Teachers / Instructional Resource Teachers & 3 Admin will attend Professional Development on CHAMPS classroom management expectations and routines. The training is 1 full day (7 hours: 8:30am - 3:30pm) training through Florida Diagnostic & Learning Resources Systems (FDLRS). The plan is to send as many teachers and admin as possible over the summer and for those unable to attend in the summer will attend during the school year.</i>			
9	G2.B1.S2.A1	Disaggregate and analyze progress monitoring data to formulate intervention groups.				\$0.00
10	G2.B1.S2.A2	Provide professional development on how to use differentiated instruction in the classroom.				\$0.00
11	G2.B1.S2.A3	Develop and monitor tutorial programs (during the school day, after school and Saturday School). Implement J&J Educational Bootcamp, Math and Science curriculum for grades 3 - 5.				\$8,820.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$8,820.00
			<i>Notes: Provide an intervention program to build depth of knowledge in students at all levels in science and math. Providing J&J Educational Bootcamp, Math and Science curriculum for 3rd, 4th, and 5th grade students (targeting 50 tier 2 and 3 students per grade level) during Saturday School. Each grade level will have 2 math and science curriculum kits. The math costs \$795 each and the science kit costs \$495 for 3rd and 4th grade. The 5th grade science kit costs \$1,035. Math kits: 3rd-5th grade -\$795 x 6 Science kits: 3rd and 4th -\$495 x 4 5th grade - \$1.035 x 2</i>			
12	G2.B1.S2.A4	Hire support personnel (2 - degreed tutors and 1 paraprofessional) to work with the lowest 30% in grades 3-5 during small group instruction to increase student achievement.				\$64,720.94
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1431 - Ridgewood Park Elementary	UniSIG		\$40,062.94
			<i>Notes: 2 tutors will work a total of 29 hours per week (M, T, TH, F for 6 hours and Wednesday for 5 hours) - Work with 4th/5th grade classes. 18,494 hours X 2 tutors</i>			
			1431 - Ridgewood Park Elementary	UniSIG		\$24,658.00
			<i>Notes: 1 paraprofessional will work a total of 35 hours per week Work with 3rd grade classes. \$1,077.00 - 1 Retirement Ed Para - 7.52% \$1,040.00 - FICA Ed Para 7.65% \$8,444.00 - Health Insurance Ed Para \$109.00 - Life Insurance Ed Para .08% \$34.00 - Worker's Comp Ed Para 3.02% \$356.00 - Other employee benefits Ed Para 2.837%</i>			
					Total:	\$276,260.00