

Orange County Public Schools

# Ridgewood Park Elementary



2019-20 Schoolwide Improvement Plan

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# Ridgewood Park Elementary

3401 PIONEER RD, Orlando, FL 32808

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

## Demographics

**Principal: Rebecca Yedvobnick**

Start Date for this Principal: 7/15/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (46%) 2016-17: D (35%) 2015-16: C (44%) 2014-15: D (33%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Orange County School Board on 2/11/2020.

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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3401 PIONEER RD, Orlando, FL 32808

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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

## School Board Approval

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

To lead 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 Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Coffie, Deborah	Principal	<p>The principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. She 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, ensure adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities.</p>
Martin, Yvonne	Dean	<p>Develop and manage positive behavior support systems and collaborate with school administration, teachers and families. The ability to work cooperatively and collaboratively with staff members, parents, students and the public. Manifest a professional code of ethics and values. Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. Make periodic tours of campus to ensure that school and school board policies are being enforced. Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Research and make recommendations for educational technology improvements and enhancements. Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. Assist with the supervision of students detained after school hours for disciplinary actions. Responsible for keeping up to date on current technology, as job appropriate, being used by OCPs. With the support of the district, attends training to ensure skill level in various Technologies are at the level required to perform in current position. Responsible for timely and accurate information they maintain as part of their job responsibilities. Performs other duties as assigned by the principal.</p>
Register, Brittany	Instructional Coach	<p>The instructional coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.</p>



Name	Title	Job Duties and Responsibilities
Yedvobnick, Rebecca	Assistant Principal	<p>The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. She 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, ensure adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities.</p>
Reisch, Victoria	Instructional Coach	<p>The instructional coach for MTSS will provide opportunities to build teachers capacities in analyzing data and designing academic and behavioral interventions. Through professional development opportunities, teachers will increase knowledge of the MTSS process and instructional practices. The MTSS coach will monitor data on a weekly basis and facilitate meetings with parents, teachers, and all applicable key stakeholders to analyze student data through the problem-solving process. The MTSS coach will provide coaching opportunities to teachers to increase instructional practice through the coaching cycle.</p>
Rame, Cynthia	Instructional Coach	<p>The instructional coach for math and science will assist in the development and implementation of instructional plans that align to district goals and curriculum. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.</p>
Rodrigues, Mikela	Instructional Coach	<p>The Instructional Coach in the role of Staffing Specialist is responsible for monitoring, implementing, gathering information from multiple sources and individuals to meet a set deadline along with adhering to set legal guidelines to ensure mandatory criteria and procedures have been met for students with disabilities. The Staffing Specialist collaborates with School Psychologist, Social Worker, ESE teacher, Behavior Coach, District Staffing Specialist, Program Specialist, District Attorney to ensure adherence to federal and county guidelines. Support teachers and parents with student/family of student needs. Input meeting outcome data into multiple systems of accountability. Adherence to timelines when initiating, implementing and following up on meetings. Responsible for I.E.P creation, adaptation, implementation and compliance verification grades K-5.</p>

Name	Title	Job Duties and Responsibilities
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Attending M.T.S.S meetings and data collection/analyzing to assist with the progression of student support.

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	69	76	96	130	89	102	0	0	0	0	0	0	0	562
Attendance below 90 percent	16	11	18	22	20	8	0	0	0	0	0	0	0	95
One or more suspensions	1	1	0	1	3	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	3	2	5	8	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	57	25	46	0	0	0	0	0	0	0	128

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	3	9	11	10	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	1	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

37

**Date this data was collected or last updated**

Monday 7/15/2019

**Prior Year - As Reported**

**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	15	17	20	15	17	13	0	0	0	0	0	0	0	97
One or more suspensions	1	6	1	6	3	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	8	2	9	11	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	47	41	56	0	0	0	0	0	0	0	144

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	0	17	18	10	0	0	0	0	0	0	0	49

**Prior Year - Updated**

**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	15	17	20	15	17	13	0	0	0	0	0	0	0	97
One or more suspensions	1	6	1	6	3	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	8	2	9	11	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	47	41	56	0	0	0	0	0	0	0	144

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	0	17	18	10	0	0	0	0	0	0	0	49

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	57%	57%	30%	54%	55%
ELA Learning Gains	51%	58%	58%	39%	58%	57%
ELA Lowest 25th Percentile	56%	52%	53%	35%	53%	52%
Math Achievement	58%	63%	63%	37%	61%	61%
Math Learning Gains	65%	61%	62%	38%	64%	61%
Math Lowest 25th Percentile	67%	48%	51%	37%	54%	51%
Science Achievement	37%	56%	53%	29%	50%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	69 (0)	76 (0)	96 (0)	130 (0)	89 (0)	102 (0)	562 (0)
Attendance below 90 percent	16 (15)	11 (17)	18 (20)	22 (15)	20 (17)	8 (13)	95 (97)
One or more suspensions	1 (1)	1 (6)	0 (1)	1 (6)	3 (3)	3 (3)	9 (20)
Course failure in ELA or Math	0 (0)	0 (8)	3 (2)	2 (9)	5 (11)	8 (1)	18 (31)

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	57 (47)	25 (41)	46 (56)	128 (144)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	55%	-22%	58%	-25%
	2018	40%	55%	-15%	57%	-17%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	47%	57%	-10%	58%	-11%
	2018	40%	54%	-14%	56%	-16%
Same Grade Comparison		7%				
Cohort Comparison		7%				
05	2019	32%	54%	-22%	56%	-24%
	2018	23%	55%	-32%	55%	-32%
Same Grade Comparison		9%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	62%	-5%	62%	-5%
	2018	57%	61%	-4%	62%	-5%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	63%	63%	0%	64%	-1%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		16%				
Cohort Comparison		6%				
05	2019	41%	57%	-16%	60%	-19%
	2018	36%	59%	-23%	61%	-25%
Same Grade Comparison		5%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	54%	-19%	53%	-18%
	2018	29%	53%	-24%	55%	-26%
Same Grade Comparison		6%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	30	39	36	54	65					
ELL	33	46	55	50	55	61	37				
BLK	39	50	52	57	64	68	34				
HSP	38	52	60	58	65	69	43				
FRL	37	50	57	57	66	69	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	30	31	7	53	67					
ELL	27	37	33	42	49	53	9				
BLK	38	47	44	47	49	49	34				
HSP	38	43	33	51	61	87	25				
FRL	37	46	45	49	53	61	33				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		13		10	20						
ELL	13	27	36	28	36	36	10				
BLK	29	41	35	32	38	41	21				
HSP	33	35	39	44	38	29	45				
FRL	27	39	35	34	38	40	27				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the analysis of the school data, science achievement showed the lowest percentage with 37% overall in 2018-2019. This continues to be a trend when compared to the 2017-2018 with science achievement scoring at 32%, and 29% percent during the 2016-2017 school year. Contributing factors include teachers having difficulty understanding the content standards, a lack of hands-on learning, and reading comprehension.

ELA achievement increase by 1% overall, from 38% in 2017-2018 to 39% in 2018-2019. Students come in with a lack of foundational skills in phonemic awareness and phonics. According to iReady data in Kindergarten 17% of students are below grade level, 39% of 1st grade students are below grade level, and 65% of 2nd grade students are below grade level. This contributes to the low performance in 3rd, 4th, and 5th grade.

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

There was no decline in ELA, Math, or Science in terms of overall achievement from the 2017-2018 school year to the 2018-2019 school year, however third grade ELA achievement decreased from



40% to 35%. As discussed previously, students lack foundational skills as shown through iReady data in Kindergarten, 1st, and 2nd grade which impacts intermediate performance in ELA greatly.

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

When compared with the state average, 3rd grade ELA proficiency had the largest gap, a difference of 25%, when compared to the state average. Contributing factors include the lack of foundational skills mentioned previously, as well as teacher experience and knowledge of the standards.

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

Math achievement showed the most improvement increasing 8 points, with 49% in 2017-2018 to 57% in 2018-2019. New actions taken in math include weekly fluency Fridays, a remedial plan based on trends seen in common assessment data, targeted small group instruction, weekly parental classes, daily morning groups, and weekly monitoring of iReady usage and pass rates. Professional Development was provided to teachers in the form of PLCs, modeling, and coaching. Weekly tutoring on Tuesdays, Thursdays, and Saturdays also contributed to the increase. During tutoring the focus was on trailing standards to ensure content was continuously spiraled for students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance below 90% is an area of concern with 95 students falling into this category during the 2018-2019 school year. This is a trend with 97 students with attendance below 90% in 2017-2018.

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

1. Increase ELA achievement in all grade levels, focusing heavily on foundational skills in K-2
2. Increase Science achievement in 5th grade through the use of hands on activities and building teacher capacity in understanding science standards during common planning
3. Focus on small group instruction with students with disabilities in order to increase proficiency and close the achievement gap in subgroups
4. Increase attendance, specifically targeting students currently below 90% attendance rate, and decrease time spent outside of class for students with behavioral concerns
5. Continue remediation plans for ELA, Math, and Science and use of instructional coaches for push in and pull out support.

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	Student achievement will increase as a result of building teacher capacity in weekly data-driven PLCs, rigorous standards-based instruction in all classrooms, and the use of literacy strategies across all content areas.
<b>Rationale</b>	Consistent collaboration between teachers will build teacher capacity and understanding of content standards, instructional strategies, and needs of individual students.
<b>State the measurable outcome the school plans to achieve</b>	<p>Overall student achievement in ELA will increase from 39% to 45%.</p> <p>Overall student achievement in math will increase from 58% to 65%.</p> <p>Overall student achievement in science will increase from 37% to 42%.</p>
<b>Person responsible for monitoring outcome</b>	Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)
<b>Evidence-based Strategy</b>	Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes. Through weekly, data-driven professional learning communities (PLCs) teachers will have the opportunity to analyze data and instructional practices, as well as use data to determine remediation and enrichment needs to improve student outcomes. Our Every Student Succeeds Act (ESSA) data shows students with disabilities (SWD) at 33%. The use of PLCs will provide a platform for teachers and administration to discuss how to support these learners and others. Professional Development will be provided regarding standards, ESE strategies, and small group instruction.
<b>Rationale for Evidence-based Strategy</b>	Through ongoing analysis of data and instructional practices we will be able to accommodate the needs of all of the diverse learners at Ridgewood Park. By building up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes teachers will take ownership of the data in order to make necessary instructional shifts that differentiate instruction. Data will be used to tier students and formulate fluid groups for remediation and enrichment.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administration will provide sacred time for teachers to meet weekly in PLCs.</li> <li>2. Teams will incorporate data analysis in each PLC.</li> <li>3. Teachers will implement literacy strategies, including close reading, across all content areas.</li> <li>4. The leadership team will provide professional development to all staff and provide tools for them to work effectively.</li> <li>5. The ESE support staff will collaborate with teachers in PLCs to provide high-yield strategies for students with disabilities.</li> </ol>
<b>Person Responsible</b>	Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)

<b>#2</b>	
<b>Title</b>	Student learning gains will increase as a result of culturally responsive instruction, and the implementation of a systematic MTSS process to meet the needs of all students and subgroups including ELL students and students with disabilities.
<b>Rationale</b>	The various levels of knowledge among teachers on the implementation of the MTSS process is impacting the differentiation of student instruction. Through culturally responsive instruction, teachers will teach standards based content and curriculum accessible to all students and differentiate instruction in a way that all students can understand.

<b>State the measurable outcome the school plans to achieve</b>	<p>ELA Learning Gains will increase from 51% to 61%.</p> <p>ELA Learning Gains for the bottom 25% will increase from 56% to 66%.</p> <p>Math Learning Gains will increase from 65% to 75%.</p> <p>Math Learning Gains for the bottom 25% will increase from 67% to 77%.</p>
<b>Person responsible for monitoring outcome</b>	Deborah Coffie (deborah.coffie@ocps.net)
<b>Evidence-based Strategy</b>	<p>We will increase our systematic approach to providing scaffolded supports while implementing the use of flexible grouping. This will be monitored by daily classroom walkthroughs with timely actionable feedback, as well as progress monitoring of groups.</p> <p>We will track student progress within groups and ensure groupings remain fluid to accommodate changing needs of students.</p>
<b>Rationale for Evidence-based Strategy</b>	Small group instruction helps to differentiate and scaffold instruction in ways that meet individual student needs. Through the (Multi Tiered System of Support) MTSS process needs and appropriate supports will be identified and monitored. Teachers will receive support in implementing these strategies effectively.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. MTSS meetings (academic and behavioral) will be implemented consistently to support teachers in identifying students who need additional support.</li> <li>2. Monthly data chats will focus on analyzing subgroup data, specifically SWD and ELL progress.</li> <li>3. Conduct classroom walkthroughs and monitor data regarding student progress through the tiers.</li> <li>4. Professional development focused on high yield strategies for SWD and ELL students will be conducted consistently throughout the year.</li> <li>5. ESE and ELL support staff will collaborate with teachers in PLCs to provide high-yield strategies for students with disabilities and English Language Learners.</li> </ol>
<b>Person Responsible</b>	Deborah Coffie (deborah.coffie@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

To address students with attendance below 90% and truancy issues, child study meetings will be conducted on a bi-weekly basis. In these meetings we will analyze attendance, academic, and social/

emotional data to devise incentive plans to increase attendance. We will collaborate with the school social worker to provide resources to families. We will continue to use the Tiger Buck and Tiger Store incentives to reward students who come to school each day.

To address science achievement teachers and administration will collaborate to analyze science achievement data and develop a plan for addressing areas of need. An increase in the use of hands-on activities and student collaboration/discussion will be incorporated into daily lessons to increase students' critical thinking about each Big Idea. We will continue to use an incentive plan for students to wear lab coats when proficiency is demonstrated on assessments. Based on data groups will be formulated to address students who require remediation, as well as those who would benefit from enrichment. Science will be included as a focus area for Saturday School in addition to ELA and Math.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Community involvement will increase when parents are 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) and School Advisory Council (SAC), and Title 1 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 greets where parents are provided with curriculum updates, school activities, and upcoming events. Student grades are updated weekly in Skyward 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, and weekly phone calls to provide updates on the student's academic progress. We will continue with our "Parent of the Month" initiative within the course of this school year. Through this initiative each grade level will choose a parent that has demonstrated commitment to being involved in the school to honor monthly. Our Facebook page will also be updated on a regular basis to improve communication via social media.

### **PFEP Link**

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

### **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's guidance counselor provides counseling, parent training, and social skills training. We also provide small group services based on identified needs, such as anger management, grief counseling, parent separation and/or divorce, and coping skills. Behavioral data is tracked via behavior logs and reviewed on a weekly basis by the Dean. The behavior leadership team, which includes the dean, guidance counselor, MTSS coordinator, principal, and assistant principal, meets monthly to analyze discipline data, identify trends, and provide professional development to address needs. We have both a girls mentoring group and a boys mentoring group that meets weekly/monthly to provide additional support and guidance to students. The Parent Engagement Liaison (PEL) helps to facilitate community

involvement in the school, and through outside partnerships the school distributes resources such as eyeglasses, food, and clothing as needed by families,

**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. The Pre-K teacher collaborates with kindergarten teachers to discuss the kindergarten curriculum. During the initial months of school, 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 invited to attend SAC and PTA meetings where they are encouraged to participate in decision-making activities pertaining to the school community. 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 with academics weekly through the Elevate program. The Elevate program's mission is to equip urban youth to graduate with a plan for the future.

**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 weekly to discuss student progress. The team discusses student data trends, strategies that are working, and strategies that may need tweaking. After the meetings teachers implement a plan to reteach and enrich instruction based on student data.

Teachers, Leadership Team and district support collect and analyze available data weekly. Teachers and the Leadership Team assess students requiring additional evaluation based on data collection.

Teachers, Leadership Team and district support identify, evaluate, and match resources to meet students' academic and social needs.

The Leadership Team monitors the implementation of resources, strategies, and supports through classroom walkthroughs and discussions during PLCs.

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.

Supplemental Academic Instruction 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.

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

Teachers have the colleges and universities they attended posted outside of their classrooms to promote conversation around higher education. Hallways around the school are named after colleges and universities. Spirit day takes place every Friday, where students wear clothing representing the school's theme. This year's theme is "Tiger PRIDE". We host "Teach In" every year where members of the community share information about their careers with the students.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Student achievement will increase as a result of building teacher capacity in weekly data-driven PLCs, rigorous standards-based instruction in all classrooms, and the use of literacy strategies across all content areas.</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Student learning gains will increase as a result of culturally responsive instruction, and the implementation of a systematic MTSS process to meet the needs of all students and subgroups including ELL students and students with disabilities.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>