Orange County Public Schools

Ridgewood Park Elementary

2021-22 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: 6/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (53%) 2017-18: C (46%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Yedvobnick, Rebecca	Principal	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 schoolwide 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.
Gage, Tanekia	Assistant Principal	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 schoolwide 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.
Rame, Cynthia	Math Coach	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.
Hamilton, Claire	Reading Coach	The instructional coach for reading 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

Name	Position Title	Job Duties and Responsibilities
		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.
Lemon-Brookins, Shayana	Instructional Coach	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.

Demographic Information

Principal start date

Tuesday 6/23/2020, Rebecca Yedvobnick

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

430

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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	18	56	68	69	84	100	0	0	0	0	0	0	0	395
Attendance below 90 percent	6	21	32	20	28	29	0	0	0	0	0	0	0	136
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	6	4	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	4	14	28	48	38	0	0	0	0	0	0	0	132

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	0	0	0	0	5	13	0	0	0	0	0	0	0	18

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 7/27/2021

2020-21 - 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	
Number of students enrolled	27	67	71	78	106	86	0	0	0	0	0	0	0	435
Attendance below 90 percent	6	11	20	17	18	21	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	4	1	9	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	7	3	13	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	19	21	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	9	0	0	0	0	0	0	0	19

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	0	0	0	3	12	16	0	0	0	0	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	27	67	71	78	106	86	0	0	0	0	0	0	0	435
Attendance below 90 percent	6	11	20	17	18	21	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	4	1	9	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	7	3	13	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	19	21	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	9	0	0	0	0	0	0	0	19

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	0	0	0	3	12	16	0	0	0	0	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	57%	57%	38%	56%	56%
ELA Learning Gains				51%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				56%	52%	53%	45%	48%	48%
Math Achievement				58%	63%	63%	49%	63%	62%
Math Learning Gains				65%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile				67%	48%	51%	59%	46%	47%
Science Achievement				37%	56%	53%	32%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	55%	-22%	58%	-25%
Cohort Comparison						
04	2021					
	2019	47%	57%	-10%	58%	-11%
Cohort Comparison		-33%				
05	2021					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison						
04	2021					
	2019	63%	63%	0%	64%	-1%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-57%				
05	2021					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-63%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	35%	54%	-19%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool that was used to compile the grade level data below was the iReady diagnostic at the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Progress Monitoring Assessments (PMA) data was used for 5th grade science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/23%	11/18%	16/26%
	Economically Disadvantaged	7/15%	6/13%	10/20%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/15%	0/0%	2/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/26%	11/18%	13/21%
	Economically Disadvantaged	10/20%	5/10%	9/19%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/15%	1/7%	3/21%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/6%	13/19%	14/21%
	Economically Disadvantaged	2/4%	9/17%	10/20%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	2/8%	3/12%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/5%	4/6%	6/10%
	Economically Disadvantaged	3/6%	1/2%	4/8%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/5%	5/7%	9/12%
	Economically Disadvantaged	4/7%	4/7%	7/12%
	Students With Disabilities	0/0%	0/0%	1/17%
	English Language Learners	1/5%	1/5%	1/6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	1/1%	3/4%
	Economically Disadvantaged	2/3%	1/2%	3/5%
	Students With Disabilities	0/0%	0/0%	1/17%
	English Language Learners	0/0%	1/5%	0/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/5%	6/6%	11/11%
	Economically Disadvantaged	4/4%	5/5%	8/9%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/3%	3/9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	2/2%	11/11%
	Economically Disadvantaged	0/0%	1/1%	10/11%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	2/6%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/5%	7/9%	3/4%
	Economically Disadvantaged	3/4%	7/10%	3/4%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/3%	5/7%	7/9%
	Economically Disadvantaged	2/3%	4/6%	6/9%
	Students With Disabilities	0/0%	1/11%	0/0%
	English Language Learners	0/0%	0/0%	1/4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	10/15%	9/12%	14/19%
	Economically Disadvantaged	7/13%	6/11%	9/16%
	Students With Disabilities	1/10%	0/0%	0/0%
	English Language Learners	0/0%	1/5%	1/5%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	20		8							
ELL	13	23	23	11	4		5				
BLK	23	30	24	15	11	8	16				
HSP	31	31		28	19		8				
FRL	23	29	25	19	14	17	8				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	170
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	16
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the analysis of the 2019 state assessment data, science achievement showed the lowest percentage with 37% overall in 2018-2019. This continues to be a trend when compared to 2017-2018 with science achievement scoring at 32%, and 29% percent during the 2016-2017 school year. According to EOY i-Ready data, 48% of 5th grade students were below grade level in ELA. The lack of reading comprehension impacts student performance in science.

2019 state assessment data in ELA showed that achievement increased by a mere 1% overall; from 38% in 2017-2018 to 39% in 2018-2019. The data suggests there is a gap in foundational skills in phonemic awareness, phonics, and vocabulary for our entering Kindergarten students. According to EOY i-Ready ELA data, in Kindergarten 28% of students are below grade level, 66% of 1st grade students are below grade level, and 68% of 2nd grade students are below grade level. This contributes to the low performance in 3rd, 4th, and 5th grade.

Based off i-Ready progress monitoring data, there is a great need for improvement with our Students with Disabilities (SWD) and English Language Learner (ELL) performance. In ELA and math, there is minimal growth for our SWD subgroup from the beginning of the year to end of the year as assessed by i-Ready.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the analysis of the 2019 state assessment data, science achievement showed the lowest percentage with 37% overall in 2018-2019. This continues to be a trend when compared to 2017-2018 with science achievement scoring at 32%, and 29% percent during the 2016-2017 school year. Additionally, 2019 state assessment data in ELA showed that achievement increased by a mere 1% overall; from 38% in 2017-2018 to 39% in 2018-2019.

Based off i-Ready progress monitoring data, there is a great need for improvement with our Students with Disabilities (SWD) and English Language Learner (ELL) performance. SWD show very little, if any, growth from beginning of year to end of year in both ELA and math. Grades 1, 2, 4, and 5 showed 0% proficiency for SWD at the end of the year in both ELA and math. Third grade showed

17% (1 student) proficient in ELA and math at the end of the year. ELL progress monitoring data shows 0% of 2nd and 5th grade ELL students proficient in math at the end of the year. Fifth grade shows 0% of ELL students proficient in ELA at the end of the year. There is a need for additional small group instruction for SWD and ELL students. There is also a need to build teacher capacity in terms of understanding appropriate accommodations and instructional strategies for SWD and ELL students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers have difficulty understanding content standards in Science. Actions that need to be taken to address this need include additional professional development for science teachers, including IMPACT at the district level and weekly PLCs at the school level. The science lab has been organized and will be utilized regularly during the upcoming year to provide hands on lab experiences for application of science content. We will focus heavily on previewing academic vocabulary through the acceleration model to support students in comprehension of science content. The acceleration model will also allow us to build students' background knowledge to help them make real-world connections to the content.

In order to build foundational skills, SIPPS will be used in both Extra Hour and in small groups pulled by grade level Tier 1 Interventionists. This upcoming year we will host "PRIDE Academy" to provide afterschool tutoring for the lowest 25% of students in Kindergarten, 1st, and 2nd grade. The 3rd-5th grade afterschool tutoring program will use the acceleration model described above.

To improve data for our SWD and ELL students, we will host professional development sessions facilitated by the school staffing specialist and varying exceptionalities teacher to provide teachers with information on accommodations, instructional strategies, documentation, and data tracking. Afterschool tutoring for 3-5 grade students will target SWD and ELL students. Tutoring sessions will allow us to preview critical content with subgroups prior to being addressed during Tier 1 instruction. Multiple exposures will aid in comprehension, application, and retention of content.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessments, math achievement showed the most improvement increasing 8 percentage points, with 49% in 2017-2018 to 57% in 2018-2019. i-Ready progress monitoring data during the 2020-2021 school year shows large increases in several math domains from beginning of year to end of year. Second grade geometry data showed a 21 percentage point increase in proficiency from beginning of year to end of year. The number of 4th grade students proficient in numbers and operations increased by 34 percentage points. Additionally, Tier 3 students (2 or more years below grade level) decreased by 20 percentage points. Geometry saw similar gains in 4th grade, with the number of Tier 1 students increasing by 26 percentage points, and the number of Tier 3 students decreasing by 27 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement include the implementation of a 90 minute math block, which allowed for daily small group instruction. A reteach/reassess plan was also implemented based on trends seen in common assessment data. We will be continuing our heavy focus on targeted small group instruction in the upcoming year, as well as a schoolwide fluency program (addition, subtraction, multiplication, division). Students will track progress weekly in individual data notebooks. This will help increase students' automaticity with math facts, which will support their application of more complex math standards.

What strategies will need to be implemented in order to accelerate learning?

The tutoring model this year will be "acceleration" which will allow us to focus heavily on previewing academic vocabulary. We will focus heavily on previewing academic vocabulary through the acceleration model to support students in comprehension of content. The acceleration model will also allow us to build students' background knowledge to help them make real-world connections to the content. This will aid students in comprehension of subject area content. Tutoring sessions will allow us to preview critical content with subgroups prior to being addressed during Tier 1 instruction. Multiple exposures will aid in comprehension, application, and retention of content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be trained in the acceleration model through professional development offered my the Minority Achievement Office. In weekly PLCs, teachers will be supported by coaches as they identify critical vocabulary and content to be used in the acceleration model.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to afterschool tutoring for grades 3-5, we will host "PRIDE Academy" to provide afterschool tutoring for the lowest 25% of students in Kindergarten, 1st, and 2nd grade. This will be used to build foundational skills in ELA and math. Additionally, 8 Tier 1 interventionists will push in to grade level classrooms to support the lowest 25% during core ELA and math instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	This area of focus was identified as a critical need based on i-Ready progress monitoring data. There is a great need for improvement with our Students with Disabilities (SWD). SWD show very little, if any, growth from beginning of year to end of year in both ELA and math. Grades 1, 2, 4, and 5 showed 0% proficiency for SWD at the end of the year in both ELA and math. Third grade showed 17% (1 student) proficient in ELA and math at the end of the year.
Measurable Outcome:	60% of SWD will show learning gains in ELA on the 2021-2022 FSA. 70% of SWD will show learning gains in math on the 2021-2022 FSA.
Monitoring:	We will monitor this area of focus by: - Holding weekly meetings with the staffing specialist and VE teacher to discuss progress on IEP goals, upcoming ESE meetings, documented accommodations, etc. and making adjustments as necessary based on the data. - Daily classroom walkthroughs to ensure appropriate accommodations are being implemented, specifically during small group instruction. Providing timely feedback and support to teachers in the appropriate implementation of accommodations. - Analyzing iReady and common assessment data to make the necessary instructional shifts in classroom instruction and interventions. Analyzing attendance data to ensure students are receiving ESE services regularly.
Person responsible for monitoring outcome:	Tanekia Gage (tanekia.gage@ocps.net)
Evidence-based Strategy:	We will increase our systematic approach to providing scaffolded supports in small group instruction 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. We will track student progress within group and ensure groupings remain fluid to accommodate changing needs of students.
Rationale for Evidence-based Strategy:	Small group instruction helps to differentiate and scaffold instruction in ways that meet individual student needs. Teachers will receive support in implementing these strategies and accommodations effectively. Through the support of the VE teacher, classroom teacher, and grade level interventionists students will receive multiple layers of individualized support.

Action Steps to Implement

1. Meet with staffing specialist and VE teacher to discuss SWD data, review IEPs and accommodations, and create schedule that allows for maximum amount of support in and out of the classroom.

2. Facilitate a series of professional development sessions for teachers focused on high yield instructional strategies, small group instruction, accommodations, documentation, and data tracking.

3. Conduct daily classroom walkthroughs to ensure appropriate accommodations are being implemented, specifically during small group instruction. Provide timely feedback and support to teachers in the appropriate implementation of accommodations.

4. Conduct data meetings after each assessment with grade level teams and ESE teams to analyze SWD data and discuss next steps.

Person Responsible	Tanekia Gage (tanekia.gage@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	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. Consistent collaboration between teachers will build teacher capacity and understanding of content standards, instructional strategies, and needs of individual students.
Measurable Outcome:	Overall student achievement in ELA will increase from 26% to 40%. Overall student achievement in math will increase from 19% to 60%. Overall student achievement in science will increase from 10% to 40%.
Monitoring:	1. Leadership will be present and active in all PLCs to ensure collaboration focuses on standards aligned instruction and strategies. PLC notes will be used to document conversations and instructional decisions. Data will be analyzed during PLCs to determine if additional strategies need to be implemented. 2. Leadership will develop and implement a classroom walkthrough schedule for all grade levels. During walkthroughs specified "look-fors" will be observed and immediate actionable feedback will be given. During these walkthroughs, leadership will monitor implementation of strategies discussed during grade level PLCs. 3. Based on walkthrough data, teachers will be "tiered" and coaching cycles will be implemented based on individual teacher needs.
Person responsible for monitoring outcome:	Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)
Evidence-based Strategy:	Build up our system of how we analyze data and instructional practices, in order to make necessary adjustments to standards aligned instruction that improve student achievement 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 achievement outcomes.
Rationale for Evidence-based Strategy:	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. Data will be used to tier students and teachers. Support will be given to both students and teachers based on individual needs. We will use ongoing progress monitoring of individual student data to drive the MTSS process and ensure necessary interventions are in place.

Action Steps to Implement

1. Meet twice weekly in PLCs to support teachers with content and high-yield instructional strategies. Incorporate data analysis in PLCs to drive instructional shifts.

2. The instructional coach will provide professional development on strategies that align with the Instructional Framework. Content coaches will provide professional development on content standards. Leadership team will conduct walkthroughs after each professional development to gather trends on implementation of the learning from each session. Data from classroom walkthroughs will inform professional development throughout the year.

3. Regularly "tier" teachers and implement coaching cycles based on individual needs of teachers. Analyze walkthrough data and student data to determine the effectiveness of support.

Person Responsible Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning we will address the following school needs: - Attendance below 90%: After reviewing the Early Warning Systems data, it is evident that Ridgewood Park needs to increase attendance, specifically targeting students currently below 90% attendance rate. Last year, Ridgewood Park had 136 students with attendance below 90%. Ridgewood Park also needs to decrease time spent outside of class for students with behavioral concerns. By focusing on students social and emotional well-being, we will be able to target both of these areas. - Parent Engagement in Social Emotional Learning: Parental engagement has been a challenge for Ridgewood Park in past years. Without parental involvement, students cannot achieve at their highest level. In addition to the regularly scheduled family curriculum nights, there is a need for regular parental engagement in educational decision-making for children. This can be accomplished through strengthening the parent-teacher relationship through regular communication in a variety of ways.
Measurable Outcome:	Last year, Ridgewood Park had 136 students with attendance below 90%. With a focus on social-emotional learning, this number will decrease to 90 during the 2021-2022 school year. Based on Panorama survey data, 64% of students responded favorably to a sense of belonging, and 66% responded favorably to school climate. As a result of focusing on social-emotional learning, favorable responses will increase to 80% for both sense of belonging and school climate. Based on Panorama survey data, only 66% of parents responded favorably when asked if the school staff is too busy to address their needs and/or the needs of their students. By focusing on parental engagement and strengthening the parent-teacher relationship, this number will increase to 80%.
Monitoring:	We will monitor attendance through Skyward, and address chronic attendance issues through child study meetings. We will monitor students' sense of belonging by implementing "temperature check" surveys each quarter to see how students are feeling about the current learning environment. We will monitor this by implementing parent-round tables each quarter where parents and families can voice what is going well, as well as the concerns they have. Surveys will be provided for parents and families who cannot attend the round-tables.
Person responsible for monitoring outcome:	Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social emotional learning to implement a continuous improvement plan for SEL focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school supports for

families.

Our school will plan and implement two cycles of professional learning to provide training opportunities for safe practice and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the culture and climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvements efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1. Implement morning meetings that focus on SEL, with a connection to academic content, in each classroom to set a positive tone each day.

2. Create a sense of belonging by integrating real-world experiences into the curriculum for students.

3. Create and facilitate opportunities to welcome families and introduce key staff. Develop a school-wide digital communication outreach plan.

4. Evaluate the climate and culture of SEL to implement necessary responsive practices.

Person Responsible Rebecca Yedvobnick (rebecca.yedvobnick@ocps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that 74% of students scored below a level 3 in English Language Arts (ELA).
Measurable Outcome:	The 2022 ELA FSA will show an increase of at least 14 percentage points from 26% to 40%.
Monitoring:	The area of focus will be monitored through the use of several assessments so that data can be triangulated. We will use the iReady Reading Diagnostics and Growth Monitoring assessments, as well as district standards based unit assessments. We will also monitor through daily classroom walkthroughs. During walk throughs we will have specific look-fors related to content discussed in PLCs and professional development sessions.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.
Rationale for Evidence-based Strategy:	This selected instructional practice has a moderate level of evidence. The National Reading Panel (NRP) found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success and ease. The following resource was selected because it is a research based practice that, when done with fidelity, has been proven to increase students' reading fluency and close the gap in foundational skills. We will use Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) to ensure students have mastered foundational skills. SIPPS has been proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia. SIPPS allows students to practice foundational skills while connecting a text to the learning. This systematic practice efficiently closes the gap so that students can engage in grade-level reading.

Action Steps to Implement

1. Strengthen the common planning process. Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions. Include foundational planning in K-2.

2. Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

3. MTSS Problem Solving Teams meet regularly to ensure:
- Students are appropriately identified.
- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team’s findings.

4. Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible	Claire Hamilton (claire.hamilton@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Safe Schools for Alex, Ridgewood Park reported 1.5 incidents per 100 students. This rate is greater than the statewide elementary school rate of 1.0 incidents per 100 students. In 2019, there were 32 in-school suspensions and less than 10 out of school suspensions. Through the implementation of schoolwide expectations, discipline, and incentive plan we are striving to create a positive academic and behavior environment that will lessen the amount of disciplinary infractions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00