

Clay County Schools

Ridgeview Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Ridgeview Elementary School

421 JEFFERSON AVE, Orange Park, FL 32065

<http://rve.oneclay.net>

Demographics

Principal: Courtney Schumacher

Start Date for this Principal: 1/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (65%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Clay 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Ridgeview Elementary School

421 JEFFERSON AVE, Orange Park, FL 32065

<http://rve.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

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.

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>.

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.

** (The Title I Schoolwide Plan/SIP/PFEP can be made available in most languages)***

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Ridgeview Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bodie, Miriam	Teacher, K-12	Team Leader
Fitzsimons, Kristina	Teacher, K-12	Team Leader
Lockman, Tracy	Teacher, K-12	Team Leader
Lyons, Linda	Teacher, ESE	Team Leader
Makar, Kristin	Teacher, K-12	Team Leader
McHugh-Clark, Judi	Assistant Principal	Schedules, program implementation, PBIS
Moran, Stephanie	School Counselor	Team Leader
Roche, Heather	Principal	Oversee all programs and initiatives
Simmons, Christy	Teacher, K-12	Team Leader
Worsdell, Lacey	Instructional Coach	Teacher development
Schoenfeld, Connie	Teacher, K-12	Team Leader
Wood, Julieanne	Teacher, K-12	Team Leader

Demographic Information

Principal start date

Tuesday 1/9/2018, Courtney Schumacher

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

558

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	75	74	86	83	89	85	0	0	0	0	0	0	558
Attendance below 90 percent	0	0	1	0	0	2	2	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	0	0	0	1	0	0	0	0	0	0	6
Course failure in Math	0	0	4	1	0	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	29	6	5	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	21	5	4	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	3	7	7	2	3	3	4	0	0	0	0	0	0	29

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	3	4	0	0	0	0	0	0	11

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 9/7/2022

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	67	74	100	83	94	76	76	0	0	0	0	0	0	570
Attendance below 90 percent	3	1	1	2	0	3	1	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	1	1	2	0	0	0	0	0	0	4
Course failure in ELA	4	4	6	3	0	0	1	0	0	0	0	0	0	18
Course failure in Math	0	0	0	3	1	1	3	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	16	8	6	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	13	10	4	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	4	4	6	8	16	8	6	0	0	0	0	0	0	52

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	4	4	6	5	2	0	2	0	0	0	0	0	0	23

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	4	4	7	3	0	0	1	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	67	74	100	83	94	76	76	0	0	0	0	0	0	570
Attendance below 90 percent	3	1	1	2	0	3	1	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	1	1	2	0	0	0	0	0	0	4
Course failure in ELA	4	4	6	3	0	0	1	0	0	0	0	0	0	18
Course failure in Math	0	0	0	3	1	1	3	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	16	8	6	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	13	10	4	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	4	4	6	8	16	8	6	0	0	0	0	0	0	52

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	4	4	6	5	2	0	2	0	0	0	0	0	0	23

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	4	4	7	3	0	0	1	0	0	0	0	0	0	19
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	63%	56%				70%	65%	57%
ELA Learning Gains	56%						64%	62%	58%
ELA Lowest 25th Percentile	54%						56%	54%	53%
Math Achievement	70%	51%	50%				74%	70%	63%
Math Learning Gains	76%						66%	66%	62%
Math Lowest 25th Percentile	70%						65%	56%	51%
Science Achievement	81%	69%	59%				60%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	68%	3%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-71%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	62%	8%	56%	14%
Cohort Comparison		-83%				
06	2022					
	2019	62%	64%	-2%	54%	8%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	71%	5%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	92%	69%	23%	64%	28%
Cohort Comparison		-76%				
05	2022					
	2019	67%	64%	3%	60%	7%
Cohort Comparison		-92%				
06	2022					
	2019	72%	70%	2%	55%	17%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	63%	1%	53%	11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-64%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	44	37	53	72	64	84				
ELL	55			82							
BLK	53	63	50	67	64	58	71				
HSP	52	48	64	73	85	92	64				
MUL	56	36		73	60						
WHT	64	58	52	70	77	69	88				
FRL	54	55	59	65	76	70	78				
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	47	56	50	39	46	50	70				
BLK	51	64	60	49	74		58				
HSP	71	72		59	61		80				
MUL	67			60							
WHT	68	68	53	66	52	40	83				
FRL	64	68	56	57	59	60	77				
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	51	47	52	53	54	61	25				
BLK	52	55	45	55	68	73	50				
HSP	83	60		83	70						
MUL	77	56		86	67						
WHT	71	67	53	76	66	59	56				
FRL	68	60	53	68	64	67	61				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across the board there was a decline in reading scores. ELA declined by 5% going from 65% to 60%, which is still under the pre-COVID 2019 score of 70%. This is a trend with all ELA areas, gains and LQ. All subgroups were affected with Students With Disabilities (SWD) being a particular area of concern. Achievement in ELA scores from SWD dropped from 51% in 2019 to 39% in 2022. Math achievement is up across the board from 61% proficiency to 70%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data for SWD students in 2022, in comparison to 2019 scores: ELA achievement scores fell 10%. SWD students in the ELA bottom quartile saw a drop in Learning Gains of 15%. The lower quartile BLK students saw a 15% drop in math Learning Gains. HSP students saw the following decreases: ELA Achievement from 83% in 2019 to 52 % in 2022, ELA Learning Gains fell from a high of 60% in 2019 to 48% in 2022, Math Achievement in 2019 was 83% in 2022 it was 73%.

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

At this time, it is unclear as to why these results occurred. The data needs to be further disaggregated for a pattern to emerge. Having further disaggregated the data, and looking at individuals in the data subsets, individual plans for remediation will be put in place.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science Achievement scores improved 59% as compared to 2019 scores.

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

Improvement can be attributed to teacher efficacy and a strong PLC process.

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

Ensuring fidelity to the BEST standards, using only district adopted and approved supplementary materials, weekly PLC meetings in which educators review data and make plans for rigorous, standards-based lessons.

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.

Bi-weekly content PLCs, monthly whole group meetings to present strategies to accelerate learning, quarterly reviews of data. Administrators will attend monthly professional development. District provided content area professional development opportunities.

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

Through frequent walk-throughs, administrators will ensure fidelity to the BEST standards, the use of only district adopted and approved supplementary materials, attendance at bi-weekly PLC meetings in which educators review data and make plans for rigorous, standards-based lessons. The Student Success Team will create an intervention plan on an individual basis.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing schoolwide data in ELA it is apparent that our school scores are declining in the area of foundational skills of reading across all subgroups and general population. ELA Achievement declined from 70% in 2019 to 60% in 2022. ELA learning gains went down from 64% in 2019, 68% in 2021 to a 2022 score of 56 %. The lower quartile has remained fairly steady with the last three scores being 56, 56 and 54 in 2022.

Measurable**Outcome:**

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

Based on FSA data, we have an opportunity for growth in ELA/Reading. By using the strategies and action plan described below, we will increase our overall proficiency in Foundational Skills of Reading from 60.00% to 70.00% by the end of the 2022-2023 school year.

Monitoring:

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

We will use FAST data, Lexia, Achieve 3000, summative and formative data to evaluate progress. We will also monitor with quarterly data meetings, administration walkthroughs, including feedback and coaching cycles.

Person responsible for monitoring outcome:

Heather Roche (heather.roche@myoneclay.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Small group instruction is lead by reading endorsed teachers. Explicit Comprehension Strategy Instruction is being delivered through district adopted curriculum and approved supplemental materials. Continuous Progress Monitoring across state, local and classroom assessments. Visual Representations usage increased by way of slides and graphic organizers.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on research strategies selected in visual representation and small group instruction will allow us to impact student learning across all subgroups. The strategies were chosen as they are evidenced based.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will create and implement a small group rotation that focuses on differentiated student needs; Title 1 assistants will be scheduled according to student needs; PLCs and PD planned and facilitated by Title I coach and/or administration will address highly-effective small group strategies, including planning and execution;

Person Responsible Heather Roche (heather.roche@myoneclay.net)

All teachers will be trained to use a school-wide acronym to teach comprehension (R.E.A.D.).

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Students will participate in progress monitoring for reading using the appropriate tools approved by the district office. Teachers will participate in quarterly data meetings to analyze data and develop intervention plans.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Use technology for online research-based programs to support and engage students in remediation and practice.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Use technology to increase student engagement in reading, specifically with 75" smartboard/TV monitors.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Create anchor charts and other visual aids to increase comprehension of skills and consistency with instruction.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Use Smore for newsletters to share strategies to promote at-home learning.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Increase high-interest books (all levels) to encourage reading.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although math achievement scores are 9% higher than 2021, they are still 4% lower than our scores in 2019 with a specific focus on Mathematical Thinking and reasoning. The overall score for Thinking and Reasoning was an acceptable 72%, it was the lowest performing area on the 2022 test.

Measurable Outcome:

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

Based on iReady data, we have an opportunity for growth in Math. By using the strategies and action plan described below using the new BEST standards, we will increase our overall proficiency in Mathematical Thinking & Reasoning from 72.00% to 80.00% by the end of the 2022-2023 school year.

Monitoring:

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

We will use FAST data, i-ready data, Aleks, Reflex & Frax, summative and formative data to evaluate progress. We will also monitor with quarterly data meetings, administration walkthroughs, including feedback and coaching cycles.

Person responsible for monitoring outcome:

Heather Roche (heather.roche@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Through Teacher Modeling using clear, concise, common language students will increase their capacity in mathematical thinking and reasoning.
Small Group Instruction will ensure that our instruction will target specific student needs across subgroups and in the general population.
Use of Metacognitive Strategy Instruction will help students plan, monitor and modify their mathematical thinking and problem solving to become better independent problem solvers.
Visual Representations will strengthen the students understanding of concrete representations and abstract symbols.
Explicit fluency instruction will increase student capacity and student confidence in mathematical computation skills.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on research strategies selected in visual representation and small group instruction will allow us to impact student learning across all subgroups. The above strategies are high yield and research based.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Modeling with unambiguous explanations and strong demonstrations that use clear and concise language, variety and active student participation makes instruction more explicit.

Person Responsible

Heather Roche (heather.roche@myoneclay.net)

Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Metacognitive strategies can help students plan, monitor, and modify their mathematical problem-solving. Self instruction and self monitoring help students to become better independent problem solvers.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Visual models allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Utilize math programs such as Reflex and Frax to increase student fluency in numbers and operations. Edulastic Enterprise license for creating formative assessments that are BEST standards aligned; ALEKS for K-5 or IXL.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Use technology for online research-based programs to support and engage students in remediation and practice.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Use technology to increase student engagement in reading, specifically with 75" smartboard/TV monitors.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Create anchor charts and other visual aids to increase comprehension of skills and consistency with instruction.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Teachers will create and implement a small group rotation that focuses on differentiated student needs; Title 1 assistants will be scheduled according to student needs; PLCs and PD planned and facilitated by Title I coach and/or administration will address highly-effective small group strategies, including planning and execution.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Research shows that student attendance directly impacts student achievement. Our average attendance rate currently is 85% Fifteen percent of the school being absent equates to a combined 5.5 weeks of learning . Poor attendance has a direct negative correlation to student achievement.

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

Based on Synergy data, we have an opportunity for growth in Student Attendance. By using the strategies and the action plan described below, we will increase our overall attendance rate from 85.70% to 90.00% by the end of the 2022-2023 school year.

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

Attendance numbers will monitored by classroom teachers, administration and Attendance Team weekly. Families with students falling below 87% attendance rate will be referred to the Student Success Team to provide individual supports.

Person responsible for monitoring outcome:

Heather Roche (heather.roche@myoneclay.net)

Evidence-based**Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers Possess the Belief of the Importance of Engaging Families
Intentionally Build Effective Teacher-Student Relationships
Teachers Engage Families in Constructing Goals-Monitoring Progress-Supporting Learning Together
Active Classroom (High Student Engagement)

**Rationale for Evidence-based Strategy:
Explain the rationale for**

Research and experience shows that attendance improves when a school community offers a warm and welcoming environment that engages students and families and provides enriching learning opportunities. Students are more likely to come to school when they feel safe, know that someone at the school cares about them, and when there are exciting and relevant lessons. Families are more likely to to make sure their children are in class every day when they know school staff are looking out for their

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. children's best interest and when they understand the potentially adverse impact of absences, even just two days a month, on academic success.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Intentionally Build Effective Teacher-Student Relationships by building capacity through professional learning and book studies so that teachers can better understand our children that attend RVE, and how they can make a connection with them.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

High Positivity Classroom through reinforcing good choices and positive behavior. Practicing the 7 mindsets, weekly PRIDE Academy and building capacity through professional development and books studies.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Teachers Having an Expectation of Success For All Students- All students can learn. PD on how students can be accomodated in order to be successful.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

Active Classroom (High Student Engagement) Professional development on student engagement strategies, through coaching and PD.

Person Responsible Heather Roche (heather.roche@myoneclay.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

By Intentionally building effective Teacher-Student relationships, and creating a High Positivity Classroom through reinforcing good choices and positive behavior (Practicing the 7 Mindsets during weekly PRIDE Academy), thereby encouraging students to attend school on a regular basis to improve overall attendance.

We will be building capacity through professional development and books studies to ensure our teachers can better understand the children who attend RVE, and how our teachers can better make connections with them.

Ridgeview builds a positive school culture and environment that ensures all stakeholders are involved by using regular communication with families through multiple outlets. RVE provides stakeholders with opportunities to be involved in student learning through Parent and Family engagement events and conferences.

Our SAC committee meets three times per year and encourages all stakeholders to attend. Stakeholders provide input into the development of the Parent Family Engagement Plan and policies. During the SAC committee, members discuss barriers faced by our student's families including work schedules, language barriers, lack of transportation, and childcare for younger siblings. The SAC committee helps to develop solutions to these barriers. Stakeholders also provide input into the development of the School Improvement Plan. SAC committee regularly discusses Title I budget and the utilization of funding. SAC allows parents to provide feedback from engagement events and make suggestions for future engagement needs. We will work in partnership with the YMCA daycare onsite to ensure a positive relationship between that institution and the parents who utilize it.

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

Parents/Guardians- Participate in conferences and parent engagement events.

Students- Demonstrate PRIDE and engage in learning and curriculum.

School Faculty and Staff- Implement curriculum and ensure safety and well-being of all students.

Community Partners- Support school needs and endeavors.