

Orange County Public Schools

Ridgewood Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	32

Ridgewood Park Elementary

3401 PIONEER RD, Orlando, FL 32808

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Yedvobnick, Rebecca	Principal	<p>The Principal and Assistant Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. They will communicate the school-wide expectations for instruction in core subjects and support the implementation of effective instructional strategies by observing, providing feedback, and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities. They will establish clear and measurable goals focused on the critical work of improving student achievement. They will ensure data is analyzed, interpreted, and used to drive instruction. Progress toward achievement goals for individual students will be regularly monitored.</p>
Campbell, Marion	Assistant Principal	<p>The Principal and Assistant Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. They will communicate the school-wide expectations for instruction in core subjects and support the implementation of effective instructional strategies by observing, providing feedback, and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring adequate professional development to support MTSS implementation, and communicating with parents regarding school-based MTSS plans and activities. They will establish clear and measurable goals focused on the critical work of improving student achievement. They will ensure data is analyzed, interpreted, and used to drive instruction. Progress toward achievement goals for individual students will be regularly monitored.</p>
Hamilton, Claire	Instructional Coach	<p>Coaches will provide co-teaching and modeling to enhance teacher pedagogy, schedule peer observations, provide professional development for teachers based on needs and the District's and school's initiatives, facilitate common planning, coordinate and provide best practices for implementing iReady, and coordinate the mentoring program for beginning teachers. Additionally, the instructional coaches will devise a schedule to provide additional support to our targeted students that reflect push-in/pull-out services for small group instruction and intervention/enrichment.</p> <p>Coaches will provide progress monitoring on targeted students weekly at weekly data meetings, provide training to tutors in working effectively in small groups, administer running records, oral reading fluency, and diagnostic testing, and formulate and monitor groups for intervention based on data. Subject area coaching will create a capacity of reading, math, and science knowledge within the school building and focus on areas of literacy, math, and science concern across the school. Coaches will initiate and sustain change efforts in literacy and math instruction at the school level by analyzing data and monitoring the progress of goals and objectives throughout the year.</p>

Name	Position Title	Job Duties and Responsibilities
Rame, Cynthia	Math Coach	<p>Coaches will provide co-teaching and modeling to enhance teacher pedagogy, schedule peer observations, provide professional development for teachers based on needs and the District's and school's initiatives, facilitate common planning, coordinate and provide best practices for implementing iReady, and coordinate the mentoring program for beginning teachers. Additionally, the instructional coaches will devise a schedule to provide additional support to our targeted students that reflect push-in/pull-out services for small group instruction and intervention/enrichment.</p> <p>Coaches will provide progress monitoring on targeted students weekly at weekly data meetings, provide training to tutors in working effectively in small groups, administer running records, oral reading fluency, and diagnostic testing, and formulate and monitor groups for intervention based on data. Subject area coaching will create a capacity of reading, math, and science knowledge within the school building and focus on areas of literacy, math, and science concern across the school. Coaches will initiate and sustain change efforts in literacy and math instruction at the school level by analyzing data and monitoring the progress of goals and objectives throughout the year.</p>
Scott, Katie	ELL Compliance Specialist	<p>The ELL compliance specialist will conduct aural/oral language testing on students entering the school and follow up on students needing the Reading/Writing assessment, assess, evaluate, and monitor the individual progress of each student in the ESOL program, coordinate the re-evaluation (extension of instruction) process of ESOL students and monitor the progress of ESOL students and former ESOL students on a 2-year monitoring plan. She will monitor students' ESOL records and keep them accurate, complete, and updated as required by law and district policy, work directly with the teachers to assist them with ESOL strategies accommodations, and interventions according to the ELL language proficiency levels in their classrooms, and work collaboratively with the ELL parents understanding the students' academic and linguistic progress.</p> <p>Additionally, she will serve as the MTSS coordinator. The MTSS coordinator will provide opportunities to build teacher's capacities in analyzing data and designing academic and behavioral interventions. Through professional development opportunities, teachers will increase their 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>
Bearden, Robert	Curriculum Resource Teacher	<p>Coaches will provide co-teaching and modeling to enhance teacher pedagogy, schedule peer observations, provide professional development for teachers based on needs and the District's and school's initiatives, facilitate common planning, coordinate and provide best practices for implementing iReady, and coordinate the mentoring program for beginning</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers. Additionally, the instructional coaches will devise a schedule to provide additional support to our targeted students that reflect push-in/pull-out services for small group instruction and intervention/enrichment. Coaches will provide progress monitoring on targeted students weekly at weekly data meetings, provide training to tutors in working effectively in small groups, administer running records, oral reading fluency, and diagnostic testing, and formulate and monitor groups for intervention based on data. Subject area coaching will create a capacity of reading, math, and science knowledge within the school building and focus on areas of literacy, math, and science concern across the school. Coaches will initiate and sustain change efforts in literacy and math instruction at the school level by analyzing data and monitoring the progress of goals and objectives throughout the year.</p>

Murphy, Tanyika	Staffing Specialist	<p>The Staffing Specialist is responsible for monitoring, implementing, and 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, and District Attorney to ensure adherence to federal and county guidelines. She will support teachers and parents with student/family of student needs. She will input meeting outcome data into multiple systems of accountability. She will adhere to timelines when initiating, implementing, and following up on meetings. She is responsible for I.E.P creation, adaptation, implementation, and compliance verification grades K-5. She will attend M.T.S.S meetings and partake in data collection and data analysis to assist with the progression of student support.</p>
-----------------	---------------------	--

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the development of the SIP through the sharing of feedback and analysis of data. The leadership team, teachers, and staff members regularly analyze data and are aware of our areas of greatest strength and areas of greatest need. They are an integral part of putting action plans into place to increase achievement and close gaps. The discussions during PLCs, one-on-one conversations, and team meetings allow for input to be shared on a weekly basis. Families and the community are encouraged to provide feedback at all times. SAC meetings and parent nights allow for a platform to share these ideas, as well as parent and community surveys throughout the year. Feedback from all stakeholders is used to develop the focus areas of the SIP, the action steps we will take as a school, and the school goals each year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The implementation of the SIP is monitored through classroom walkthroughs to ensure benchmark-aligned instruction is occurring daily. Walkthroughs also help us monitor the implementation of Conscious Discipline principles. Our students with disabilities are monitored closely by our staffing specialist and VE teacher to ensure that IEP goals are appropriate and that they are making progress with grade-level standards. The ESE team also supports teachers with the implementation of accommodations and scaffolding of content as needed. Our SWD population is a topic of conversation during all data meetings since they show the greatest achievement gap.

At Ridgewood Park, we have systems in place that ensure we are analyzing data on a weekly basis. Data meetings happen after each common assessment with teachers in PLCs. Additionally, teachers have data meetings with their students. This frequent data analysis allows us to regularly monitor our progress toward our SIP goals and make any necessary changes to our action steps based on what the data tells us.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	6	29	19	17	16	13	0	0	0	0	100
One or more suspensions	0	1	3	0	2	2	0	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	19	12	0	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	13	21	16	0	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	19	26	19	0	0	0	0	0	86

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	14	8	19	21	12	0	0	0	0	74

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	8	23	24	37	17	18	0	0	0	0	127
One or more suspensions	0	1	1	6	0	3	0	0	0	0	11
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	24	11	34	0	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	19	14	33	0	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	24	11	34	0	0	0	0	69

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	24	13	31	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	24	1	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	23	24	37	17	18	0	0	0	127
One or more suspensions	0	1	1	6	0	3	0	0	0	11
Course failure in ELA	0	0	0	24	11	34	0	0	0	69
Course failure in Math	0	0	0	19	14	33	0	0	0	66
Level 1 on statewide ELA assessment	0	0	0	24	11	34	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	19	14	33	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	24	11	34	0	0	0	69

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	24	13	31	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	24	1	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	57	53	32	56	56	26		
ELA Learning Gains				55			31		
ELA Lowest 25th Percentile				50			19		
Math Achievement*	42	60	59	33	46	50	20		
Math Learning Gains				51			13		
Math Lowest 25th Percentile				54			16		
Science Achievement*	69	63	54	31	61	59	12		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	46			33		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	11	Yes	4	2
ELL	41			
AMI				
ASN				
BLK	51			
HSP	44			
MUL				
PAC				
WHT				
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	3	1
ELL	44			
AMI				
ASN				
BLK	43			
HSP	44			
MUL				
PAC				
WHT				
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			42			69					49
SWD	14			10							3	
ELL	37			33			52				5	49
AMI												
ASN												
BLK	43			43			71				5	54
HSP	42			39			53				5	48
MUL												
PAC												
WHT												
FRL	43			42			65				5	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	55	50	33	51	54	31					46
SWD	5	54		10	23		9					
ELL	27	54	53	27	58	59	26					46
AMI												
ASN												
BLK	28	55	50	29	48	50	25					58
HSP	36	50		37	53	50	42					37
MUL												
PAC												
WHT												
FRL	27	52	50	28	47	50	30					44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	31	19	20	13	16	12					33
SWD	12	20		8	0		0					7
ELL	13	23	23	11	4		5					33
AMI												
ASN												
BLK	23	30	24	15	11	8	16					31
HSP	31	31		28	19		8					35
MUL												
PAC												
WHT												
FRL	23	29	25	19	14	17	8					34

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	36%	54%	-18%	54%	-18%
04	2023 - Spring	56%	60%	-4%	58%	-2%
03	2023 - Spring	37%	52%	-15%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	59%	-19%	59%	-19%
04	2023 - Spring	58%	62%	-4%	61%	-3%
05	2023 - Spring	29%	55%	-26%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	59%	2%	51%	10%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

In terms of the traditional data components, ELA and Math Achievement were both at 45%, which would be considered the lowest when compared with Science Achievement at 69%. Although these data components were the "lowest" there was significant improvement from 2021-2022. 2022-2023 ELA Achievement increased by 13 percentage points and Math Achievement increased by 12 percentage points. We have currently surpassed where our ELA Achievement was pre-Covid (39%). Our goal is to continue to increase math proficiency to get back to pre-Covid proficiency (58%). The factor that contributes the most to where we currently are with ELA and Math Achievement is a lack of foundational knowledge in these areas. Many students missed years when foundational skills were taught, and are now trying to catch up while also learning more complex content. We have put several plans in place to focus on foundational skills during intervention times to help close these gaps while also focusing on grade-level content.

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

While none of the traditional data components (ELA, Math, and Science Achievement) showed a decline, the fact that the achievement of our SWD is not showing more growth is concerning. According to

2022-2023 FAST data, only 17% of SWD were proficient on the ELA FAST, and 17% of students were proficient on the math FAST. While students showed growth throughout the year, it was not enough to reach proficiency. As we continue to focus on closing gaps between SWD and non-SWD, we need to focus on pushing proficiency just as much as learning gains.

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.

ELA achievement showed a 9% gap when compared with the state ELA achievement, and math showed a 10% gap. This is a great improvement from 2021-2022 when our ELA gap was 21% and math gap was 20%. This trend shows we are increasing proficiency and closing the gap between our performance and statewide performance.

Many factors contributed to this growth, however, one of the most impactful practices was daily small-group instruction in both ELA and math schoolwide. Small group instruction allowed teachers to truly differentiate instruction and target students' individual needs. In addition to daily small group instruction, we implemented student data notebooks and "data days" where teachers met with students after each assessment. During these meetings, teachers spoke with students about their performance and addressed any misconceptions shown on the assessment by the students. Students then set goals for upcoming assessments. Students having greater ownership of their data motivated them to make progress throughout the year.

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

The data component that showed the most improvement was science achievement. Based on 2021-2022 FSA data, 31% of students were proficient in science. 2022-2023 FSA data increased by 38 percentage points, with 69% of students proficient in science. There were many actions that led to this improvement. From the very first assessment, students were tiered based on performance. The science coach pulled small groups of students based on the different tiers to provide reinforcement of content. In these groups, targeted questions were asked based on data analysis of the lowest standards. Classes used the science lab daily, which provided them with hands-on application of the concepts they were learning. During the extra hour of reading, students read informational texts based on upcoming science content. This helped preview content-specific vocabulary and accelerate learning. Study Island was used throughout the year and incentivized so students were motivated to not only complete lessons but pass lessons. Study Island was "re-set" after each quarter to allow continued exposure to the content. After each PMA, we held a "white coat" ceremony where students who were proficient received a lab coat. Students received pins for the Big Idea assessments they passed as well. The 5th-grade team started a "science club" where 5th-graders met every Monday after school to complete various tasks and experiments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major area of concern when looking at EWS data is the number of students who are absent 10% or more of the days in the school year. Our student population last year ended at around 460, and according to EWS data, 100 students were absent at least 10% of the time. This is close to 25% of our students! This is an area that greatly impacts student achievement, therefore it is an area we need to improve.

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

1. Continue to build teacher capacity in regards to understanding BEST benchmarks, implementing high-yield instructional strategies, monitoring instruction, data analysis, and differentiated instruction.

2. Increase ELA, Math, and Science proficiency schoolwide.
3. Increase proficiency among our SWD population.
4. Support students' social-emotional well-being, specifically their sense of belonging and ability to self-regulate their behavior.
5. Decrease the number of students not in attendance for 10% or more of the school days.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

There is a critical need to support our students with their social and emotional learning at Ridgewood Park.

Based on 2021-2022 Panorama data, only 59% of students responded favorably to feeling as though they were valued members of the school community (sense of belonging). This percentage increased to 67% based on 2022-2023 Panorama data but is still an area of need. Based on 2021-2022 Panorama data, only 46% of students responded favorably to being able to clearly describe their feelings. This percentage increased by only 3% on the 2022-2023 Panorama data. In 2021-2022, only 45% of students responded favorably to being able to keep their temper under control. Based on 2022-2023 Panorama data, this area had the largest increase to 61% but is still an area that needs support. Finally, on both the 2021-2022 and 2022-2023 Panorama surveys, only 39% responded favorably to being able to remain calm. It is imperative to focus on this area to help students learn to self-regulate their behaviors. Supporting students in their self-management, social awareness, and sense of belonging is critical to them being successful academically.

Measurable Outcome:

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

The percentage of students who respond favorably to:

- A sense of belonging will increase from 67% to 80%.
- Describing feelings will increase from 48% to 70%.
- The temper under control will increase from 61% to 70%.
- Remaining calm will increase from 39% to 70%

Monitoring:

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

This area of focus will be monitored in several ways. The school leadership team will do "walk-throughs" during arrival and morning meetings to ensure Conscious Discipline components are being implemented with fidelity. At the end of each 9 weeks, students will be asked to respond to a short survey where they will indicate their sense of belonging and ability to self-regulate. Data from these surveys will be shared with classroom teachers to drive upcoming topics discussed in their morning meetings. This data will also inform future staff professional developments. Additionally, social skill groups will be monitored by administrator walkthroughs to ensure the areas of focus are directly tied to these lessons.

Person responsible for monitoring outcome:

Marion Campbell (marion.campbell@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

From Conscious Discipline Resources:

Conscious Discipline has achieved CASEL's SElect Program designation, recognizing Conscious Discipline as a leader in impactful social and emotional learning (SEL). Conscious Discipline meets CASEL's SElect Program designation, the highest designation for evidence-based programs, in the CASEL Guide to Effective Social and Emotional Learning Programs. This designation indicates that Conscious Discipline can play a central role in a school's approach to promoting student social and emotional learning. The CASEL Program Guide identifies well-designed, evidence-based SEL programs that offer comprehensive programming, ongoing training, and support, and a demonstrated statistically significant positive impact on student behavioral outcomes and/or academic achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on Panorama data, there is significant evidence that suggests that both our teachers and students would greatly benefit from the comprehensive programming and ongoing training and support of Conscious Discipline. Based on the initial training during the 2022-2023 school year, staff integrated their learning into their classroom setups and first weeks lesson plans. These "commitments" we made as a staff have continued into the 2023-2024 school year. During the 2022-2023 school year, we began a Conscious Discipline book study. Last year, we focused on the first section of "safety." This year, we will move to the second section on "connection." This integration into our professional development schedule throughout the year allows teachers to share how they have implemented the Conscious Discipline model. It also provides refreshers on the main components of the model and allows for feedback from our staff regarding the schoolwide implementation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Ongoing professional development on the "Conscious Discipline" model. Focus on "Section 2: Connection" for the 2023-2024 school year.
2. Daily morning meetings to increase classroom community and set a positive tone for each day.
3. School-wide commitments to use morning greetings, establish a "calm down" area in each classroom and integrate the 4 schoolwide breathing techniques into daily procedures.
4. Quarterly student surveys to gauge a sense of belonging and self-regulation.

Person Responsible: Marion Campbell (marion.campbell@ocps.net)

By When: Ongoing for the 2023-2024 school year

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a critical need based on 2022-2023 FAST data. There is a great need for improvement with our Students with Disabilities (SWD). This ESSA subgroup has consistently been below the 41% ESSA threshold.

Based on 2022-2023 ELA FAST data, only 17% of SWD were considered proficient. With that said, 43% of SWD increased at least one level on the ELA FAST from PM1 to PM3.

2022-2023 Math FAST data showed only 17% of SWD as proficient. This data also shows that 39% of SWD increased at least one level on the Math FAST from PM1 to PM3.

Measurable Outcome:

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

At least 50% of SWD will achieve learning gains on the ELA FAST.
At least 50% of SWD will achieve learning gains on the Math FAST.

Monitoring:

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

1. Hold weekly meetings with the staffing specialist and VE teacher to discuss progress on IEP goals, upcoming ESE meetings, documented accommodations, etc., and make adjustments as necessary based on the data.
2. Conduct daily classroom walkthroughs to ensure appropriate accommodations are being implemented throughout the day, specifically during small group instruction and assessments. Providing timely feedback and support to teachers in the appropriate implementation of accommodations.
3. Analyze common assessment data and Tier I data trackers to make the necessary instructional shifts in classroom instruction and interventions. Analyze attendance data to ensure students are receiving ESE services regularly.

Person responsible for monitoring outcome:

Tanyika Murphy (tanyika.murphy@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will increase our systematic approach to providing scaffolded supports in small group instruction while implementing the use of flexible grouping. We will utilize research-based interventions provided by the district such as SIPPS. The use of materials from Being A Reader and SAVVAS will also be utilized during Tier 1 small-group instruction. 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 groups and ensure groupings remain fluid to accommodate the changing needs of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Meet with staffing specialist and VE teacher to discuss SWD data, review IEPs and accommodations, and create a schedule that allows for the 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 throughout the day, specifically during small group instruction and assessments. 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 the next steps.

Person Responsible: Tanyika Murphy (tanyika.murphy@ocps.net)

By When: Ongoing for the 2023-2024 school year.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement will increase as a result of building teacher capacity in weekly data-driven PLCs, rigorous benchmark-based instruction in all classrooms, and the use of literacy strategies across all content areas. Consistent collaboration between teachers, coaches, and administration will build teacher capacity and understanding of content benchmarks, instructional strategies, and the needs of individual students.

Measurable Outcome:

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

Overall student achievement in ELA will increase from 45% to 54%.

Overall student achievement in math will increase from 45% to 54%.

Overall student achievement in science will increase from 69% to 79%.

Monitoring:

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

1. Leadership will be present and active in all PLCs to ensure collaboration focuses on standards-aligned instruction and high-yield instructional strategies. PLC agendas and 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 the 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continuously reflect on and refine how we analyze data and instructional practices, in order to make necessary adjustments to benchmark-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. We will utilize DuFour's research on PLCs, specifically the four essential questions of a PLC. These questions will guide our conversations with grade-level teams.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through ongoing analysis of data and instructional practices through the PLC, 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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 coaches will provide ongoing professional development on processing and monitoring strategies, as well as content standards. The leadership team will conduct daily walkthroughs to gather trends on the implementation of the learning during PLCs and PDs. Data from classroom walkthroughs will inform professional development throughout the year.
3. Regularly "tier" teachers and implement coaching cycles based on the individual needs of teachers. We will analyze walkthrough data and student data to determine the effectiveness of support.

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

By When: Ongoing throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Ridgewood Park utilizes district-provided resources to support instruction schoolwide. These include district-created materials, such as the CRMs, as well as purchased programs. This year, we will continue to use Haggerty and SIPPS to support foundational reading skills. A new resource we will utilize to support in this area this year is the "Being A Reader" program. We will continue to use the Wonders curriculum as well. In math, we support foundational skills through the use of Reflex Math and Number Worlds. We will continue to use the Envision math curriculum. This will be our first year purchasing Accelerated Reader in an effort to help motivate students to love reading. This purchase was based on feedback from multiple stakeholder groups, including students teachers, and families. The majority of funding is spent on human resources, ensuring we have the necessary support in place for students. This includes support in terms of resource teachers, ESE staff, paraprofessionals, and program assistants.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In grades K-2, a heavy focus is needed on building students' foundational reading skills. This includes phonemic awareness, phonics, and vocabulary. Student mastery of these foundational reading skills is imperative to them becoming fluent readers with high comprehension across genres. This was identified as a critical need based on the following data.

At the end of the 2022-2023 school year, FAST data revealed that both first and second grade had 50% or more students scoring below the 40% threshold for reading proficiency. Specifically, 54% of first-grade students and 59% of second-grade students were identified as not on track to score a Level 3. A heavy focus on foundational skills in the primary grades will positively impact student performance in grades 3-5.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

In 3rd-5th grade, there is a need to build vocabulary and background knowledge to support students in their efforts to comprehend both literary and informational texts across subject areas. This was identified as a critical need based on end-of-year data.

3rd Grade (Current 4th Graders):

- According to 2022-2023 FAST data, 40% of students were proficient (level 3 or higher) and 32% of students scored a Level 1.

4th Grade (Current 5th Graders):

- According to 2022-2023 FAST data, 37% of students were proficient (level 3 or higher) and 17% of students scored a Level 1.

In recent years, we have seen gaps close in terms of foundational skills, therefore we now need to focus more heavily on the comprehension aspect of reading. We are continuing to create a culture of reading and authentic reading experiences for our students at Ridgewood Park. Students must understand the purpose of reading- to learn and gain knowledge. Students need to explore books that are of interest to them and learn to respond to reading in writing.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The percentage of 1st grade students performing above the 40th percentile will increase from 46% to 56%.

The percentage of 2nd grade students performing above the 40th percentile will increase from 41% to 54%.

Grades 3-5 Measurable Outcomes

The percentage of 3rd grade students scoring a level 3 on the EOY FAST will increase from 40% to 54%.

The percentage of 5th grade students scoring a level 3 on the EOY FAST will increase from 37% to 54%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Instructional practice related to ELA will be monitored in the following ways:

- Daily walkthroughs during Extra Hour of reading instruction and ELA block by administrators and coaches. Immediate feedback will be given to teachers after walks to inform next steps. Administrators and coaches will discuss trends in weekly leadership team meetings to determine upcoming coaching cycles, PDs, etc.
- Monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Yedvobnick, Rebecca, rebecca.yedvobnick@ocps.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices/programs being implemented to achieve the outcomes are as follows:

- Develop awareness of the segments of sounds in speech and how they link to letters. Teachers will use Heggerty to support learning in this area.

- Teach students to decode words, analyze word parts, and write and recognize words. Build students’ decoding skills so they can read complex multisyllabic words. Teachers will use SIPPS, as well as the foundational slides in the district-provided resources (CRMs-Curriculum Resource Materials).

- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. All teachers have been provided with a classroom library, as well as literacy journals for each student (Being A Reader). Students will respond in writing to text daily based on the skill/standard discussed each day.

- Teach students how to approach text in a consistent manner for bother literary texts and informational texts. This includes focusing on vocabulary and structural elements, as well as purpose, perspective, and themes.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

- The Heggerty program will help students develop an awareness of the segments of sounds in speech and how they link to letters. This practice has a strong level of evidence in supporting students with these skills.

- SIPPS, as well as the foundational slides in the district-provided resources, will support students with decoding words, analyzing word parts, and writing and recognizing words. These practices/programs will build students’ decoding skills so they can read complex multisyllabic words. This has a strong level of evidence in supporting students with these skills.

- In order to ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, all teachers have been provided with a classroom library this year. Students will also be utilizing literacy journals to respond in writing to text daily based on the skill/standard discussed each day. Being A Reader will also support student comprehension during Tier 1

reading instruction.

- By utilizing a consistent, schoolwide approach to text, students will learn to confidently approach and comprehend both literary and informational texts.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

We will hold weekly ELA grade-level PLCs facilitated by the instructional coach and administration. In these PLCs grade level teams will examine upcoming standards, specifically what proficiency with each standard looks like and sounds like. Teams will discuss high-yield instructional strategies that lead students to successful processing and understanding of new content. There will be a strong focus this year on benchmark-aligned questioning in PLCs.	Yedvobnick, Rebecca, rebecca.yedvobnick@ocps.net
---	---

All students will utilize "literacy journals" in which they will respond daily in writing to texts. Students will respond to a variety of benchmark-aligned questions based on texts they are reading at their instructional level. Teachers will provide feedback on journal responses and engage in discussions around grade-level standards with students.	Hamilton, Claire, claire.hamilton@ocps.net
---	---

SIPPS will be used during our Extra Hour of reading instruction to support the acquisition of foundational reading skills. Students will be grouped based on a placement test, and groups will remain fluid throughout the year based on mastery tests at the end of each SIPPS unit. The goal is for students to move out of SIPPS groups and into comprehension groups. In addition to SIPPS during Extra Hour, the foundational slides in the CRMs will be utilized to support foundational skills during Tier 1 instruction.	Scott, Katie, katie.scott@ocps.net
--	---------------------------------------

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Alongside Title I documentation, we have created a pamphlet for parents outlining school goals and action steps in our SIP. This will be reviewed three times a year with families and will include progress towards our school goals. In addition to this pamphlet, the school website will house a link to the SIP. At parent meetings and curriculum nights, progress towards goals, as well as actions being taken at school, are shared and celebrated with stakeholders. Documents are translated into Spanish and Haitian Creole to support all families.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

This year, Ridgewood Park will be creating a Parent Teacher Organization (PTO). The PTO will allow us to build positive relationships with all stakeholders, and bridge gaps between home and school. Through monthly meetings, parents and the community will have a platform to share their feedback and ideas on how the school can continue to progress. Parents and teachers have the opportunity to partner together throughout the year to discuss student progress. This is done in a variety of ways, including parent conferences.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To increase the amount of quality learning time, teachers are given detailed schedules that specify whole group, small groups, and intervention times. Due to an increase in ELA data, some of our "Extra Hour" groups will move towards an enrichment model rather than a remediation model. Students have the opportunity for enrichment throughout the year through programs such as the Math Olympics, Science Bowl, Science Club, and the Math Bee. Our tutoring program is based on the acceleration model. Students preview upcoming vocabulary and content, which allows for acceleration of the content versus remediation. This has proved to be an effective model, as the frontloading has helped increase proficiency in multiple content areas.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

There are several programs in place to improve students' skills outside of the academic subject areas. Our school counselor meets with students regularly, in both one-on-one settings and group settings. She supports the schoolwide development of character traits and conducts lessons with each grade level. She also serves as our mental health designee. Ridgewood Park also has a boys' mentoring group and a girls' mentoring group that meets weekly. These groups help students develop the necessary real-world skills that they need to be successful citizens.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not Applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Ridgewood Park follows schoolwide expectations called PAWS (Positive attitude and behavior, always putting safety first, working at your highest level, and showing respect to your Tiger family). Students earn "paws" based on their adherence to these expectations. Incentives such as student recognition and behavior team-sponsored events support students in achieving these expectations daily. In the classroom, teachers follow a four-step program to address undesired behaviors which includes verbal warnings, time in the "calm down" area, and parent contact. If support is needed beyond this, the behavior support team intervenes. The BST approaches situations with a "mentorship" approach to help students understand why the behavior occurred and what to do next time.

Early intervention includes the use of Conscious Discipline principles schoolwide. This includes daily morning greetings, daily morning meetings, a "calm down" area in each classroom, utilization of four schoolwide breathing techniques, and a focus on finding "safe adults" when in a state of heightened emotion. This, alongside PAWS, has led to a decrease in undesired behaviors.

Students who need Tier II and III behavior support work closely with our behavior specialist in social skills groups. MTSS data is collected based on interventions put into place and utilized to determine the next steps for each student.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Each year, Ridgewood Park engages in a professional development cycle. Professional development topics are determined based on walkthrough data, achievement data, and teacher needs. Due to high teacher retention from last year, we will be continuing to build on our focus on monitoring, processing, and collaboration during Tier 1 instruction. Teachers will also continue their learning around the BEST benchmarks during weekly PLCs. Teacher leaders will continue to partner with the leadership team to facilitate professional development. Teacher input and leadership is an important aspect of Ridgewood Park's culture, which has increased teacher retention over the last year.

Ridgewood Park implements a teacher induction program for all teachers within their first 4 years of teaching and any teacher new to Ridgewood Park. Each new member is paired with a mentor, whom they meet with on a bi-weekly basis. All teachers in the induction program also meet as a whole group monthly to discuss topics such as classroom management, formulating small groups based on data, and other needs that arise.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Ridgewood Park has two Voluntary PreK programs to support the preparation of students for Kindergarten. Our VPK teachers partner closely with Kindergarten teachers to ensure there is vertical alignment in what is taught in VPK and reinforced in Kindergarten. Through collaboration with all stakeholders, VPK students are set up for success as they transition into Kindergarten at our school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No