

Central Ridge Elementary School

School Improvement Plan 2018-2019



Mission/Vision: CRE is a community of learners joined together in a supportive and safe environment. We educate with high expectations for all and a unified commitment to lifelong learning.

EQ: What strategies and practices can we implement that will increase student learning gains?

Areas of Focus:

1. Improve Culture and Learning Environment (5D Focus)
2. Increase Small Group Instruction and Differentiation in All Core Areas
3. Increase Literacy Instruction in All Content Areas

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Launch school-wide culture and learning environment expectations through: <ol style="list-style-type: none"> a. Explicit and regularly scheduled sessions, to include professional development, new to the building meetings, learning sessions, and share sessions <ol style="list-style-type: none"> i. Establish school-wide classroom expectations ii. Establish and implement Sanford Harmony school-wide iii. Model collaboration and flexible grouping strategies to enhance school culture b. Utilization of Behavior Support Teacher of Interventions (BSTI) <ol style="list-style-type: none"> i. Push-in to model effective management and behavior expectations in classrooms of new Ridgeback teachers ii. Coach teachers in need of support iii. Analyze data to identify students in need of an individual behavior plan iv. Meet with teachers to develop behavior plans and share plan with all stakeholders associated with student v. Follow-up with teachers with progress monitoring of classroom interventions vi. Through PST process, identify students in need of tier 3 behavior intervention groups vii. Instruct tier 3 behavior intervention groups 	<p>Walk-through Data Evidence of implementation of strategies learned in PD</p> <p>Artifacts of learning displayed at share sessions as a follow-up to learning sessions</p> <p>Review amount of referrals/office calls for behavior</p> <p>Reflection on student data relative to tiers (academic and behavior)</p> <p>Student and staff surveys</p> <p>AVID Students enrollment</p>	<p>4th and 5th grade student learning gains will increase by 10%, as measured by FSA</p> <p>70% of kindergarten through 3rd grade students will show proficiency, as measured by end of the year assessments</p> <p>Discipline referrals will decrease by 15%</p> <p>80% acceptance rate of students seeking to join AVID in middle school</p>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Core Content Areas (cont.)	<ul style="list-style-type: none"> viii. Lead bus behavior committee to build positive relationships and provide support to students in need 2. Increase student learning gains through improved engagement <ul style="list-style-type: none"> a. Professional development in differentiated small group instruction to include: <ul style="list-style-type: none"> i. Words Their Way (K-2 at a minimum) ii. Implementation of guided reading strategies iii. Use of science labs/STEAM activities, iPad applications iv. Mathematical Mindsets v. Fundamental Five, to include small group, purposeful talk in math vi. Refinement of tier 3 processes and placements b. Foster discussion, collaborative work, and effective discourse <ul style="list-style-type: none"> i. Use of math talks ii. Use of text evidence in effective discourse iii. Use assessments as a learning tool through classroom discussions, including error analysis iii. Use of iPads and real time data for formative assessments 3. Utilize ELA Framework to provide model of effective literacy block <ul style="list-style-type: none"> a. Embed social studies texts and content into ELA, including writing b. Utilize text-based questioning in all content areas <ul style="list-style-type: none"> i. Base questions on standards task cards stems 4. Introduce AVID WICOR Strategies to increase vertical articulation and transference of skills to secondary schools. 	



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Action Steps		Evaluation
Strategies/Steps		
Behavior		
Other		

School Grades									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
A	A	A	A	A	A	A	B	C	



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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts **or** mathematics
 - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments
Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
KDG				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				

	Two or More EWS Indicators
KDG	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

