School Improvement Plan 2017-18

Ridgecrest Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Michael Moss	SAC Chair:	Eve Basara

School Vision	100% Student Success

School Mission	The United Mission of Ridgecrest Elementary is to encourage and empower our students in mind, body, and heart to discover and pursue their lifelong goals as productive citizens of our world.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
860	7%	26%	10%	9%	48%	%

School Grade	2017: B	2016: C	2015: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	68	64	68	65	65	68						
Learning Gains All	63	55	66	63								
Learning Gains L25%	42	25	26	29								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Moss	FT	4-10 years
Asst Principal	Kelly	Austin	FT	1-3 years
MTSS Coach	Carole	Della Penna	FT	4-10 years
Other	Donna	Hall	FT	1-3 years
Other	Charles	Derexson	FT	11-20 years
Inst. Coach (Literacy)	Kari	Allen	FT	**1-3 years**
Total Instructional Staff:	5		Total Support Staff:	1

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Ridgecrest Elementary's Guidelines to Success are: P – Practice Respect A – Act Responsible W – Work Together S – Stay Safe

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

During pre-school, a portion of the back-to-school meeting with staff includes a review of school-wide and classroom expectations. Some of the expectations include posting Ridgecrest's Mission and PAWS Guidelines to Success in each classroom, hallway, and common areas. Teachers are expected to teach the Guidelines to Success through mini-lessons, read-alouds, and class meetings. Each classroom will have a community board with the key items pertaining to class/school expectations, school/class mission statement, character education, and guidelines for success posted. Lessons plans are provided for teachers. Individual classroom mission statements and classroom guidelines will be developed ensuring alignment to the school's Mission and PAWS Guidelines. Each teacher is required to have a class behavior plan aligned with the school behavior plan. The first week of school with students includes grade level assemblies with administrators and the MTSS Coach. Here, we welcome back students, establish our high expectations and the message that all students can succeed. We review the PAWS and discuss the meaning of each. Walk-throughs and STOIC data are compiled to ensure expectations are being followed by all members of the Ridgecrest community. Modified procedures have been put in place to differentiate between minor, moderate and severe behaviors as well as a menu of teacher responses for each. Processes and procedures are also listed. Daily class meetings are mandated for students to build community, discuss expectations and to help cultivate a growth mindset.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Ridgecrest follows the Core Essentials Character Education Program and is an Olweus Bully Prevention School providing students with numerous resources and strategies to practice our core values. Each month, a character trait of the month is introduced and is followed up with a "Book of the Month" that exhibits that character trait. Teachers use the book to read aloud and discuss the meaning of the character word. Ridgecrest also has a chapter of SAVE (Students Against Violence Everywhere). This student-led character education club promotes the school values as these students serve as character coaches for their peers. The 2017/18 school year will bring continued changes to our way of thinking with students at Ridgecrest through the work of Ross Greene. Staff members will complete a summer book study on Greene's work titled Lost and Found. In this book, staff will learn that some students lack the skills to behave adaptively and will be provided with a step-by-step evidence-based approach to help these students called Collaborative Problem-Solving. A core team with representatives across all grade levels will meet monthly discussing both implementation and progress monitoring of the Collaborate Problem Solving (CPS) Model being used. These individuals will also serve as facilitators during PLCs supporting problem solving using the ALSUP and how to develop a Plan B for students. For teachers requiring additional supports with classroom management, the

MTSS Coach will provided individualized training. ALSUP will be added to the Discipline Incident Reports. Restorative circles will be integrated in daily class meetings to develop community and to promote problem solving.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

During the pre-school training with staff, the Behavior Flow Chart will be shared and discussed. Included also will be minor and major infractions and specifics as to what warrants an Incident Report to be written. The incident report will have specific steps for teachers to document to ensure students are provided with due process, previous classroom interventions that were used, parent contact and the results of the contact. Incident reports will be tracked by student, teacher, and grade level. Restorative practices will be taught to the entire staff and integrated into our way of work.

Ridgecrest grade level teachers will conduct weekly PLC's in which at least one PLC per 6 weeks is devoted to a Child Study. Here, teachers discuss concerns about students and problem-solve with colleagues to identify the concern, hypothesize why the concern is occurring, and possible solutions. This year, teachers will use the ALSUP (Assessment of Lagging Skills and Unsolved Problems) to pinpoint exact problems a child is having and then initiate a Problem Solving Plan, all from the work of Ross Greene. This work allows for teachers to collaboratively work with an individual student by following the steps:
1. Identify the Problem (ALSUP) with PLC.
2. Teacher meets with student.
3. Empathy Step: Student concerns are identified by the student!
4. Define the Problem Step: Adult concerns are identified by the staff member.
5. Invitation Step: A solution is agreed upon by both parties.

The MTSS team meets bi-weekly on behavior. The team reviews incident reports received and tracks any trends of the incidents. The MTSS then determines if problem solving is needed at the grade level, for an individual teacher, or for individual students.

If a student requires additional support after being provided with differentiation in Tier One, the student may then receive a Tier Two service which could include a PBIP initiated with teachers, parents, student and members of MTSS. Data will be formally tracked in a PBIP folder for the teacher and monitored by members of the MTSS team that the identified intervention is being done with fidelity. The MTSS team will review this data at least every 6 weeks. The team will determine if the support should be continued, changed, or removed.

If the data from the Tier 2 intervention shows a negative trend, a Tier 3 intervention may be determined as needed and put in place. This could include an FBA which would include the teachers, parents, student, and members of MTSS. Data will be formally tracked and reviewed by the MTSS team and the team will determine the next course of action based on the data.

The guidance section will provide small group/individual student counseling to help meet social and emotional needs of students. The guidance section will also spearhead the use of the Strong Kids social skills program.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Ridgecrest continually monitors student progress through the school dashboard, disparity gap, Healthy Schools, Incident Reports, ALSUP and Problem Solving Worksheets. Data is shared with grade level teams within PLCs, staff meetings, and MTSS meetings. Problem Solving occurs as data warrants and then monitored by the MTSS team. Bi-monthly child study teams, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. The Leadership Team meets weekly to review the "big picture" of the school. A detailed data room will be established that provides real-time data.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership attend PLCs and collaborative planning sessions to ensure staff plans units, lessons, and formative assessments at the necessary rigor of the Florida Standards. Scales are used in classrooms in which the standard being taught is visible at a Level 3. Students are expected to know, comprehend, and articulate each learning scale and produce artifacts either orally or in writing as to where they are on the learning goal. Formative assessment checks will be planned into units for teachers to ensure each student is mastering the standard at the level of rigor required. These results will be used to differentiate teaching and learning so all students master the skill. If the student has reached the level of expectation, enrichment will be provided on that skill to push the student beyond expectation. A School-wide reading coach will collaboratively plan with grade levels to ensure the rigor of the Florida Standards are in fact met in the planning phase. Administration and coaches will monitor that the plans are being initiated in the classroom through walkthroughs and observations of student learning and student work. A major emphasis will be placed on developing rigorous student-centered learning environments increasing the engagement and excitement in learning which in turn increases on-task student behavior. In addition, Teach Like a Champion techniques will be expected to be used by all teachers. PLC's and optional trainings will be provided to teachers, in addition to the summer book study that was conducted. Cultural competence training will continue to ensure the learning styles and needs of all students are met.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Our goal is to have 100% of our teachers using the SWBP and Core Essentials with fidelity which will result in a 25% decrease in the total number of discipline referrals and OSS.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Pre-school training will be conducted with staff members to explain the essentials of the plan and the expectations of the staff in regards to the plan, specifically the impact of the Ross Greene work. Restorative Circles will also be introduced and modeled for staff. 2. Administration along with the help of the MTSS team will problem-solve behavior trends bi-weekly to support students as quickly as possible. 3. Teachers will conduct daily class meetings at the start and close of each day establishing goals, building community and problem solving. Restorative Circles will be utilized to build community.	Administration, Teachers, and MTSS team

4.   Teachers will be trained in strategies to create student-centered classrooms increasing student engagement and interest in learning which impacts student behavior.
5.   All teachers will have a Community Board in the classroom displaying their class mission statement, expectations, school mission/vision/guidelines for success, and the monthly character education core value.
6.   All teachers will create a classroom behavior plan aligned to the school behavior plan.
7.   For teachers requiring additional support, the MTSS Coach will provide individualized coaching.
8.   Restorative practices will continue to be used to re-enter and welcomed back into the leaning community.
9.   A core team will continue with representatives from each grade level with the purpose of modeling the work of Ross Greene and facilitating conversations during PLCs as a tool to both spread and progress monitor the implementation of the Collaborative Problem Solving (CPS) Model.
10. Classrooms will pilot the use of a "Chill Out Zone" for students to self-reflect and problem solve.

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.

Goal: Our goal is to have a 1:1 ratio of black to non-black behavior referrals, ISS, and OSS by decreasing the number of discipline referrals by black students 25%.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Using the ALSUP, teachers will identify lagging skills the students have and then follow the Collaborative Problem Solving steps. 2. Continue the line of communication with our Ridgecrest 360 partnerships at monthly meetings including a tour of the Ridgecrest area at the start of the year with staff members. 3. Mentoring – provide a Mentor for each African-American student with multiple indicators according to Performance Matters. 4. Provide staff training on Cultural Responsiveness, Discipline Alternatives and model protocols during staff meetings on Restorative Practices and Class Cultural/Relationship Building. 5. Daily Class Meetings are mandated emphasizing fostering student motivation, reflection, goal setting, community, and leadership development. Restorative Circles will be utilized as a key tool to promote effective meetings. 6. Implement a re-integration process for students receiving ISS or OSS. 7. Discipline Data are reviewed monthly monitoring school trends, teachers requiring additional support, student risk-ratios, and effectiveness of the SWBP. SBLT Monitors Effectiveness of the school-wide PBIS and makes necessary adjustments supporting the process of continuous improvement.	1. Teachers and Administrators 2. Administrators 3. Administrators and Staff 4. Administrators 5. Teachers and Administrators 6. Administrators 7. Administrators and Teachers 8. SBLT

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

During the 2016/2017 school year, collaborative planning was an expectation for all instructional staff. In addition, lesson plans that were developed were submitted to administration for review and feedback was provided to ensure alignment to the state standards and students centered learning with rigor was accounted for. Increase in walkthroughs with targeted feedback aligned to the standards and lessons plans developed also attributed to the school's success. Through the IRLA pilot project, an emphasis on independent reading with specific and measurable conferring was created in classrooms to move students forward in both reading level and stamina. Data reviewed to indicate positive trends included IRLA data, walkthrough data, PLC data with data protocols completed by teachers, formative assessments, and district level assessments.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Key area of improvement is increasing the percentage of student learning gains for the bottom quartile (L25) in both ELA and Math for 4th and 5th grade. FSA data was reviewed to reach these conclusions. An emphasis this year on increasing expectations, rigor, and student accountability will be expected. Additional PLCs focusing exact strategies to implement with the L25 students will be on a regular basis. Teach Like a Champion techniques will be expected by all teachers to utilize in order to increase the expectation of student engagement. The families of L25 students will have a conference at the start of the school year with administration to go over their child's academic/behavior growth. ELP will be mandated for the L25 students to attend and the ELP work will be aligned to what the students are doing in the classroom that week.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use teacher-made tests and projects, IRLA formative assessment data, district level common assessments, goals and scales, running records, and district-made assignments/tests. Data are reviewed during weekly PLCs by teachers and administrators. Numerous protocols have been developed to organize data and design next steps to ensure instructional practices are aligned to student needs. A special emphasis will be placed on reviewing progress of L25 students and on data to close achievement gaps. School Pace will provide real-time data with teachers entering student progress daily on reading levels.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Data are reviewed at the start of the school year and students are identified based on their end of year common assessments, FSA or SAT 10 data, IRLA, and running records for needing extra support. Each grade level has an identified intervention block on the schedule. During that time, the students in that grade level receive the following differentiated instruction based on their needs:
    1.   ESE resource – ESE identified students

2. LLI (with Hourly Teachers) – most at-risk students of grade level
3. JRGR/IRLA Conferring – moderately at-risk
4. Panther Pal Readers (volunteers who read with students one on one in grades K – 2) – slightly at-risk or on grade level (but needs mentoring support in addition to reading)
5. Istation – slightly at-risk or on grade level
6. Book Club – enrichment for above grade level

During the day when it is not intervention time, teachers use formative assessments to differentiate instruction to ensure mastery of standards.

For transition from elementary to middle school, we do a Mock Middle School for our 5th graders where students change classes during one school day. The topics at each class include: lock practice for lockers, how to navigate FOCUS Portal, learning styles quiz, bullying, career exploration, etc.

In addition, we partner with our feeder middle schools having guidance counselors and AP's visit and help with course selection. Students also take field trips to their middle school for a tour. Many of our magnet students shadow another magnet student at their respective middle school.

⬡ Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Goal: Teachers will collaboratively plan with grade level colleagues at the level of rigor required by the Florida Standards infusing student centered activities and specific plans for holding students accountable through the use of formative assessments, including but not limited to journals, rubrics and scales through the use of written and/or verbal responses. Magnet teachers will also infuse the National Gifted Standards and Florida Gifted Framework. Joint planning will occur at times between magnet and non-magnet teachers in science, ELA, and Mathematics.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans for units of study, formative assessments, rubrics and scales	Teachers, Reading/Math Coaches, Administration
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Goal: Teachers will provide evidence of data-based differentiated planning and instruction through the use of formative assessments and tracking student progress at the level of rigor required by the standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, formative assessment results and walkthroughs to ensure differentiation is occurring.	Teachers and Administration
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Goal: Students will be provided with additional books and learning materials to increase the diversity of culturally rich learning experiences.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Materials use in the classroom and referenced in lesson plans; Walkthroughs	Teachers and Administration

Collaboration for Professional Growth

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference underline specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based on the AdvanceEd climate survey, staff scored administration extremely positive regarding school culture and collegiality. This can be attributed to administration being visible in classrooms and common areas each day. Teachers and students have become very comfortable with this routine. Administrators have an open door policy at all times to encourage teachers to discuss ideas and concerns so they can be addressed immediately. Shared decision making is practiced empowering teachers to be leaders and making them feel their opinions are valued. Administrators attend training and work collaboratively with teachers on projects. Communication is key and weekly updates and monthly curriculum updates are sent to staff to connect district communication to the teachers. Things we plan to add for the 17/18 school year include the continued improvement of PLCs and collegial planning with administrators working side by side with teachers. Additionally, continued efforts to build teacher leaders and change agents across the school will occur.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The Master Schedule was designed to ensure that grade levels have a common planning time each day of the week for 45 minutes. A required PLC will occur one time per week, usually during the common planning time. One or two times per month a morning meeting before school may occur when the entire staff meets together. A vote will be taken to continue to flex hours to promote collaborative planning for extended time on Wednesday afternoons. Administrators will attend PLCs and review PLC minutes submitted by grade level team leaders. PLCs will focus on reviewing data and effective instructional practices. A instructional staff will use Planbook as a common platform for lesson plans. Lesson plans must be completed by the Friday prior to the instructional week for administrators to review and provide feedback.

⬡ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Over the past school year, focus areas included community building within classrooms, piloting Ross Greene's Collaborative Problem Solving, piloting IRLA, and implementing restorative practices. Another area of focus was training teachers on how to better use data to make instructional decisions to meet the needs of students. We have seen an increase in teacher effectiveness and student learning as evidenced by SAT 10 (fewer Stanine 1's and greater Stanine 4 – 9's) and FSA (increase proficiency rates and learning gains). Through instructional walkthroughs we noticed a marked improvement in classroom cultures and student centered learning environments. Our next steps to continue to grow the Collaborative Problem Solving (Ross Greene work), IRLA, Teach Like a Champion techniques, and restorative practices.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Collaborative Problem Solving (CPS) through the work of Ross Greene (book study, Ross Greene presentation, Skype PD monthly)	Book study Lost and Found by Ross Greene - summer Ross Greene presents – July Skype training – monthly	Teachers and Administrators	Teachers teach behavior-challenged students how to improve their lagging skills in a CPS approach.
International Reading Level Assessment (IRLA) by the American Reading Company	Pre-school; monthly PLCs in regards to IRLA.	General Education Teachers and Administrators	Students will master the Florida Standards by teaching them how to become an independent thinker and problem solver as they read.
Designing formative assessments at the level of rigor intended by standards	Preschool and during collaborative planning sessions	Teachers and administrators	A tool for teachers to assess students in order to inform their instructional practice and design differentiation for the classroom to help all students reach grade level or beyond.
Student accountability in regards to learning growth through the use of data chats with teachers.	Ongoing	Teachers and Administrators	Students will be aware of where they are academically, an increased ownership of learning, and goal-setting to improve.
Book study "Teach like a Champion"	Summer and ongoing	Teachers and Administrators	Teacher will use the techniques of TLAC to increase learning time and hold students accountable to engagement.
Restorative practices and the use of circles	Ongoing	Teachers and Administrators	Improve the culture of all classrooms where the needs of all students are being addressed.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6
Ridgecrest Elementary School 10

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

At Ridgecrest, we hold a New Family Orientation prior to the first day of school where we provide pertinent information for students to be successful. The magnet program begins in first grade and our first grade team conducts a potluck lunch for our new families during the summer which serves as a "Meet and Greet". We hold a Meet the Teacher event the day before school begins for families and students to meet the teacher and locate their new classroom. Administrators have an open door policy for parents and community members to visit and share information/concerns in order to address issues immediately. We hold many guided tours for potential families during the year to welcome and establish relationships. Family Lunch Days are held monthly where we encourage families have lunch with their child. Numerous evening events are held during the year where students showcase their learning and talents to include: chorus programs, STEM night, math night, art display, and a book fair. At the close of the year, Ridgecrest has a Fiesta of Learning where students showcase their work from the year. Projects are displayed, Students become "Teacher" in other classrooms, plays are performed that are aligned to grade level standards, STEM activities, and Student Led Conferences are conducted. This past year, over 300 parents attended this event.

A bi-weekly protocol will be created by each student and brought home to encourage and promote family involvement in academic/behavior success.

A special emphasis will be placed on family events for parents to bring ideas back home to help support the teaching and learning at Ridgecrest. Items will be distributed sharing strategies for parents and enrichment ideas to further student learning.

Ridgecrest is also a member of Ridgecrest 360 which is a community group that comes together monthly to discuss community concerns and problem solve in order to support healthy children and families. Members of Juvenile Welfare Board, YMCA, Boys and Girls Club, GRAYDI, Church leaders, and the school administration coordinate community events to pool resources and to impact more families.

Each week at Ridgecrest from 10 a.m. till noon, around 100 community members read with students in grades K – 2. Selected students work with community members for ½ hour 2 times per week. Depending on the needs of the students, the community member may work on concepts of print, read aloud, letter tracing, word work, or students reading to the community member to build fluency and comprehension. Our instructional coach trains reading volunteers throughout the school year and provides resources for our volunteers to be successful.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Teachers are expected to provide a minimum of one parent/teacher conference per school year and more if the student is performing below level. A face-to-face conference is ideal, but sometimes phone or mail conferences are necessary. Some teachers provide student-led conferences for parents. Due to the loss of our Connect for Success program via Title One, our Ridgecrest 360 team will be working with Ridgecrest to ensure computer usage on Istation/MyOn/StMath with the students that attend their programs. For after

school programs that do not have computers, the school will open up labs for students to use with their after-care facility.

Community workshops are held two times per year to elicit feedback and share strategies about academic achievement. Portal training is also provided. Then community phone calls to remind parents to check Portal on a regular basis occurs.

Kindles were purchased and distributed to our L25 students in 4th and 5th grade to download MyOn books to read at home. We will continue to purchase Kindles to expand the program.

Our third grade teachers go over the Portfolio expectations and the promotion/retention policy for third graders at Open House. As Portfolios are administered, teachers send home an update to parents as to their child's success.

During the 17/18 school year, we will continue a common assessment report showing the standards tested will be provided to parents so they know the areas of strength and areas of growth needed for the child.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

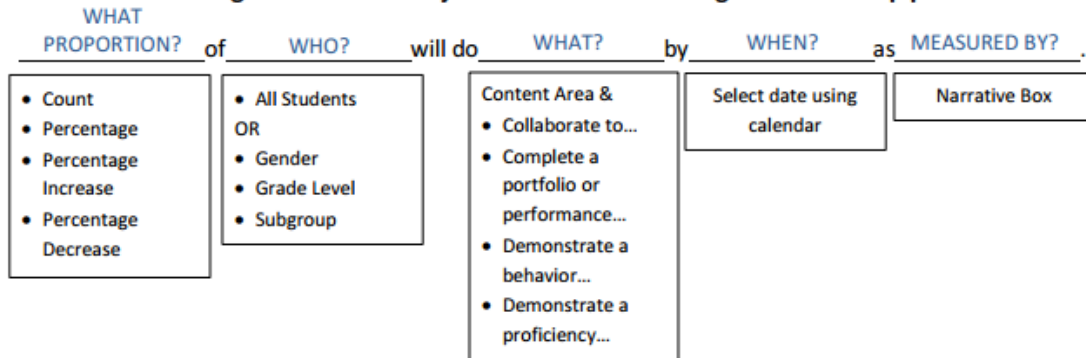| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family awareness of student growth according to the Florida Standards.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1.Provide a printout of common assessment data for each student showing the standards tested and how the student performed on each standard. 2.Provide portal training and then reminders to families to monitor grades via portal.	Teachers and students

3.Biweekly progress reports made by students will be sent home for parent review and signature.	
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase technology resources to our after-care community partners	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Train the community partners on each of the technology resources and provide expected time and completion rates for each student we share. 2. Open our labs for student access availability before and after school to our community partners. 3. Track usage by the students we share with our community partners. 4. Work with the Ridgecrest 360 community coalition to serve as a link between the school and community.	MTSS coach and administration
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of ___ WHO? ___ will do ___ WHAT? ___ by ___ WHEN? ___ as ___ MEASURED BY? ___.

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Principal/Assistant Principal
Goal #1: Increase the percentage of students scoring Level 3 and above on the FSA from 68% to 80% from 2016 – 2017 to 2017 - 2018.	
Goal #2: For the Center for Gifted Studies, increase the percentage of students scoring Level 5 by on the FSA from 44% to 60% from 2016 - 2017 to 2017 – 2018.	

Goal #3: Increase the learning gains for the L25 on the FSA from 41% to 50% from 2016 - 17 to 2017 - 2018.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
-Increase teacher planning time with block scheduling and possible extended day planning if approved w/staff vote -Grade levels will collaboratively plan backwards units of study, formative assessments, and final unit assessments to meet the level of rigor required by the standards of their grade level. -Use of goals and scales to progress monitor and deliver quality feedback to students to foster growth -Use of formative assessments for each learning target and then use this evidence to differentiate instruction to meet each students' needs. -Strengthen the core curriculum and instruction by utilizing the gradual release model; conferring; guided reading; and close reading with text dependent questions. -Use of organized Student Notebooks/Journals as a reflection of learning and resource for future learning -Utilize IRLA with fidelity to support student independent reading and drive targeted skill instruction 1:1 and/or small group -Myon and I-Station will be used with fidelity with teacher supervision and interaction. -Each student will have a data chat with their teacher before and after each monthly ISIP assessment -Each student in the L25 will receive a targeted research-based intervention and services through small group instruction and bi-weekly or weekly progress monitoring. -Each student in the L25 will receive a Kindle to download just right books to take home and read. -Utilize the full-time Literacy Coach to provide targeted professional development to enhance teacher instructional effectiveness. -IRLA conferring will be monitored with specific feedback to teachers by administration and literacy coach -Conferring charts will be visible weekly in each classroom -Accountability chart will be visible daily on the Smartboard with the following: teaching point that students apply to just right books, timer for independent reading, conferring conference schedule. -Lesson plans will be monitored and feedback provided to ensure standards based instruction with level of rigor and student centered activities evident. -Students will self-monitor ELA progress with the use of a self-monitoring protocol that allows them to reflect on their	Leadership Team monitors lesson plans, student data from IRLA, FSA, SAT 10, Teacher Made Assessments, I-Station, Student Notebooks/Journals and District Common Assessments (MAP). Teachers will use formative assessments for each learning target to measure mastery. Additionally, grade level PLC minutes will be reviewed and data collected through daily instructional walkthroughs will be monitored.

progress and establish goals. These will be sent home for parent review/signature on a bi-weekly basis. -ELP extended day will be mandatory for all L25 students as well as other at risk students in other grade levels. -To address the gender gap, teachers will monitor student data during weekly PLCs and discuss differentiation strategies if we notice a trend. Additionally, IRLA conferences will be held with students addressing specific needs and high interest books will be encouraged through the use of Myon to help cultivate a love of reading during the daily independent reading block.	
-For the Center for Gifted Studies, implement the William and Mary Reading Units of Study, Teacher's College Reading Units of Study and Jacob's Ladder critical thinking program. -Introduce students to research skills through action research models and project based learning. -Electronic portfolios will be established with each student to track student work/progress and evidence of their EP goals being met.	Evidence of Unit lesson plans, student artifacts, walkthroughs, and district and class assessments

Mathematics Goal	Goal Manager: Principal/Assistant Principal

Goal #1: Increase the percentage of students scoring Level 3 and above on the FSA from 69% to 80% from 2016-2017 to 2017 - 2018.

Goal #2: For the Center for Gifted Studies, increase the percentage of students scoring Level 5 by on the FSA from 52% to 60% from 2016 - 2017 to 2017 - 2018.

Goal #3: Increase the learning gains for the L25 on the FSA from 27% to 50% from 2016-2017 to 2017-2018

Actions / Activities in Support of Math Goal	Evidence to Measure Success
- Increase teacher planning time with block scheduling and possible extended day planning if approved w/staff vote -Grade levels will collaboratively plan backwards units of study, formative assessments, and final unit assessments to meet the level of rigor required by the standards of their grade level. -Use of goals and scales to progress monitor and deliver quality feedback to foster growth -Use of formative assessments for each learning target and then use this evidence to differentiate instruction to meet each students' needs. -Strengthen the core curriculum and instruction by utilizing the Problem-based learning approach. -Increase the use of hands-on manipulatives.	Leadership Team monitors lesson plans and student data from FSA, SAT 10, Teacher Made Assessments, ST Math Reports, Student Notebooks/Journals and District Common Assessments (MAP). Formative assessments will be used by teachers to drive needed differentiated instruction. Additionally, grade level PLC minutes will be reviewed and data collected through daily instructional walkthroughs will be monitored.

-ST Math will be used with fidelity with teacher supervision and interaction. -Students will be expected to complete 100% of the STMath program during the school year. -Students will track their STMath progress each month and confer with teachers as needed to improve progress. -Lesson plans will be monitored and feedback provided to ensure standards based instruction with level of rigor and student centered activities evident. -Students will self-monitor Math progress with the use of a self-monitoring protocol that allows them to reflect on their progress and establish goals. These will be sent home for parent review/signature on a bi-weekly basis. -A skills gap will be initiated at the start of the year and follow-up warm-ups and homework will be differentiated based on the results. -Teachers will use MAP data to identify deficiencies and then pull small groups based on the data to fill in gaps. -Each student in the L25 will receive small group instruction with frequent progress monitoring. -To address the gender gap, teachers will purposefully monitor student data during weekly PLCs to guide necessary differentiation strategies. If we notice a gender gap after MAP Cycle 1 Assessment, we will request a Math JIT Coach to share research-based strategies to implement.	
-For the Center for Gifted Studies, implement Everyday Math Curriculum with a tight connection to the Florida State Standards and Florida Gifted Standards. For enrichment, grades 1-2 integrate M2/M3 programs and grades 1-5 use Figure it Out Problem Solver.	Evidence of Unit lesson plans, student artifacts, walkthroughs, and district and class assessments.

Science Goal	Goal Manager: Principal/Assistant Principal
Goal #1: Increase the percentage of students scoring Level 3 and above on the SSA from 65% to 80% from 2016-17 to 2017-18. Goal #2: For the Center of Gifted Studies, increase the percentage of students scoring Level 5 on the SSA from 2016-17 to 2017-18 from 51% to 60%.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
-Establish effective routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook process. -Utilize the science lab as an effective instructional tool to provide students with inquiry-based learning activities; hands-on activities; and purposefully integrate high-order questioning strategies to push student thinking and learning.	Leadership Team monitors student data from FSA, SAT 10, Teacher Made Assessments, Student Notebooks/Journals, mid-year diagnostic assessment, science lab pre/post tests and District Common Assessments. Teachers will also use formative assessments to differentiate instruction to meet the needs of all

-Students will be expected to reflect on their learning after each unit by completing a writing task in which vocabulary is embedded to show their understanding of the concepts. -Maintain the fixed science lab providing hands-on learning experiences for grades 2-5, including Performance Matters Pre and Post-tests. -Integrate science-based non-fiction literature in the Reading Block. -Utilize formative assessments through Unify. -Utilize the 5Es Model to enhance student discovery and conversations. -Lesson plans will be monitored and feedback provided to ensure standards based instruction with level of rigor and student centered activities evident. -Students will self-monitor science progress with the use of a self-monitoring protocol that allows them to reflect on their progress and establish goals. These will be sent home for parent review/signature on a bi-weekly basis. -Teachers in grades 3 - 5 will use MAP data to identify deficiencies and then pull small groups based on the data to fill in gaps. -All students in grades 4 -5 will complete a science fair project whiles grades 1-3 will complete class projects.	students. Additionally, grade level PLC minutes will be reviewed and data collected through daily instructional walkthroughs will be monitored.
-For the Center for Gifted Studies, all students will be required to participate in the school science fair. All students in grades 3 – 5 will complete an individual project while grades 1 – 2 will complete a class project. -Electronic portfolios will be established with each student to track student work/progress and evidence of their EP goals being met.	Evidence of Unit lesson plans, student artifacts, walkthroughs, and district and class assessments

🔹Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School -	**Goal Manager:** PE Team
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-2017,the school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible item(s) to	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one

improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-2018, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: STEM Goal	**Goal Manager:** STEM Committee
– Provide 100% of students with STEM related activities to enhance their knowledge and application of STEM topics.	

Actions / Activities in Support of Goal	Evidence to Measure Success
-100% of school participates in coding activities -School-wide STEM Expo held in May to highlight student work and develop student interest -Provide students with a STEM Club for grades K-5 -Provide students with exposure to Robotics -Expand student opportunities to interact with the 3D printer -100% of classes will rotate through the Makerspace in the media center. -A club will be created for students to gain a pre-industry certification.	The STEM Committee will meet quarterly to monitor and measure success of the activities by using the following data: class participation, student and teacher feedback, and math/science FSA scores.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: Character Education	**Goal Manager:** Character Education Committee
100% of staff will participate implementing the actions to maintain a high level of character commitment at Ridgecrest.	

Actions / Activities in Support of Goal	Evidence to Measure Success
-Character Book of the Month Program highlighting monthly core values -Follow the Core Essentials Character Education Program -Monthly Character Celebration recognizing outstanding students displaying school's core values with parents invited to attend	The Character Education Team meets monthly to review implementation and school discipline data. Feedback from students, teachers, and parents will be reviewed.

-Continue to grow student-led Action Research to promote a civic minded lens allowing students to examine and propose solutions to community/local/national/global problems.
-Class Meeting/Discussing materials provided to teachers to support rich discussions of the school's core values
-Grade level service learning projects allowing students to apply the school's core values
-Peer Mediation Program for students to help their peers to resolve conflicts
-Students Against Violence Everywhere (SAVE) Club for 4th and 5th graders to serve as the school's Character Coaches
-Follow CEP's 11 Core Character Competencies
-Promote the Growth Mindset work with students to improve their perseverance and positive view of learning
-Grow student leadership opportunities through student-to-student mentoring, SAVE Club, Honor Society, Service Learning, and Safety Patrols.
-Continue implementing CPS model across the school.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Principal/Assistant Principal
Ridgecrest will decrease the gap in ELA-Reading and Math Proficiency for African-American students by 100% from 2016/2017 to 2017/2018.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
-Achievement of African-American students will be regularly monitored and discussed during weekly PLC meeting. Teachers will discuss the achievement of African-American students and help them to set goals and reflect on their progress (data chats). -Professional Development will be provided to all teachers on using early warning data to monitor and support African-American student in development of personalized learning plans for each student at risk based on the indicators. -All African American students will be assessed with the IRLA Instrument to measure reading skills. The data will be used to create and implement an independent reading program where all students are in "just right books" and specific attention will be placed on addressing individual reading deficiencies. Teachers will provide 1:1 and/or small group work (intervention strategies) to close the gaps in foundational reading skills. -Continue to add books on famous African Americans as well as fiction books with African-American characters to classroom	The Leadership Team will monitor student academic, behavior, and attendance data during weekly meetings. District common assessments (MAP), IRLA data, formative assessments and minutes from grade level PLCs will be monitored for growth. The number of minutes on Myon, I-Station, and ST Math will also be monitored.

libraries for students to read and study to foster reading, understanding of culture, and pride.

-Continue working with the Ridgecrest 360 Community Coalition to discuss effective best practices both behaviorally and academically to enhance student achievement of African-American students. Additionally, community meetings will be held once per semester to foster a closer school-to-home relationship with families. A community tour will be held for staff to learn more about the culture and traditions of the local community. A survey will be conducted on ways the school can better meet the needs of children and families.

-Both enrichment (clubs) and extended learning opportunities will be provided for all African-American students after school.

-Kindles will be provided first to lower achieving African-American students to promote reading at home. The school will continue to increase the number of Kindles purchased and incentives will be used to increase reading usage on the Kindles.

-All teachers receive training in Ross Greene strategies to build positive, empathetic, and collaborative classroom cultures to include using the ALSUP Instrument to identify and address student lagging skills.

-Partner with the Ridgecrest community-based YMCA, R'Club, Gradyi, and Boys and Girls Club to provide students with focused after school instruction using Istation, Myon and ST Math.

-Teach students goal setting and progress monitoring protocols concerning academic success and continue teaching Dweck's work cultivating a Growth Mindset in students.

-Provide all teachers with culture competency training to better understand African-American students and foster positive relationships with students and parents.

Subgroup Goal (ELL)	Goal Manager: Principal/Assistant Principal
Ridgecrest will decrease the gap in ELA-Reading and Math Proficiency for ELL students by 100% from 2016/2017 to 2017/2018.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
-All ELL students will be assessed with the IRLA Instrument to measure reading skills. The data will be used to create and implement an independent reading program where all students are in "just right books" and specific attention will be placed on addressing reading deficiencies.	The Leadership Team will monitor student academic, behavior, and attendance data during weekly meetings. District common assessments (MAP), IRLA data, and minutes from grade level PLCs will be monitored for

-All primary ELL students will be assigned a Panther Pal Mentor to be coordinated by the case manager to serve as motivator and encourager to promote academic success. -ELL strategies will be included in teacher lesson plans and will be implemented daily in the classroom to aid in meeting their learning needs.	growth. Lesson plans will be reviewed and feedback will be provided.

Subgroup Goal (ESE)	**Goal Manager:**
Ridgecrest will decrease the gap in ELA-Reading and Math Proficiency for ESE students by 100% from 2016/2017 to 2017/2018.	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
-All ESE students will be assessed with the IRLA Instrument to measure reading skills. The data will be used to create and implement an independent reading program where all students are in "just right books" and specific attention will be placed on addressing reading deficiencies. -All primary ESE students will be assigned a Panther Pal Mentor to be coordinated by the case manager to serve as motivator and encourager to promote academic success. -ESE teachers and classroom teachers will collaborate on lessons in order for ESE instruction to be an extension of the grade level standards while also meeting the IEP goals.	The Leadership Team will monitor student academic, behavior, and attendance data during weekly meetings. District common assessments (MAP), IRLA data, and minutes from grade level PLCs will be monitored for growth.

Subgroup Goal (If Needed) **Enter Goal Name**	**Goal Manager:**
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	**Grade 1st**	**Grade 2nd**	**Grade 3rd**	**Grade 4th**	**Grade 5th**	**Grade** Select	**School Totals**	
							#	**%***
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	N/A	ELA (25) Math (18)	ELA (27) Math (27)		ELA (52) M (45)	ELA (17) M (15)
Students with excessive absences / below 90 %	9	28	9	22	17		85	10
Students with excessive behavior / discipline**	1	6	1	6	11		25	3
Students with excessive course failures**	0	19	18	35	14		86	10
Students exhibiting two or more Early Warning cindicators	2	0	5	16	7		30	4

**Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ **EWS - Attendance**

Attendance Goal   Please ensure that your goal is written as a SMART goal.
The percentage of students missing more than 10% of school days in 2016-2017 (10%) will decrease by 10% for the 2017-2018 school year.

Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
-SBLT and CST meet bi-weekly reviewing school-wide attendance data and trends. Specific students displaying patterns of excessive absences/tardies will be noted. -Social Worker will continuously monitor students and make home visits as necessary to ensure proper student attendance. -Parents will be constantly reminded throughout the school year through school newsletter and weekly School Messenger calls on the importance of school attendance and arriving promptly prepared for instruction. -Social Worker will develop an incentive program for students with excessive tardies and absences.	Attendance and tardy data pulled from Portal will be monitored by the SBLT and CST. Updated data will be posted by the Social Worker weekly in the Data Room to review and monitor. A report on the incentive program will be monitored for its success.

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.

The number of discipline referrals (90) from 2016-2017 will decrease by 25% for the 2017-2018 school year.

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
-During Pre-School the SWBP will be reviewed with all teachers to ensure consistency. Lesson plans will be provided to teachers to use with students during the first two weeks of school teaching school-wide expectations and processes. Each classroom will display the school PAWS Guidelines for Success. Teachers will work with students to develop a class mission statement and class expectations which will be clearly posted in each classroom. Grade level assemblies will also be held the first week of school where administrators will review school-wide expectations and Living Above the Line Protocol to help promote positive behavior. -Grades K-5 classrooms will all have a Comfort Zone where students will be taught to use a self-timeout to refocus. -All teachers will conduct daily class meetings to help foster positive class culture. Meetings will center around establishing goals; promoting a growth mindset; discussing positive behavior and character education themes; reviewing what is and not working in the classroom with an emphasis on problem solving to make positive changes; and to create a healthy dialogue between students and teachers. -All teachers trained in the work of Ross Greene following the Collaborate Problem Solving (CPS) Model and using the ALSUP with challenging student behavior. -Promote the monthly Core Essential Character trait and the Character Book of the Month to promote positive character values. -Provide struggling students with Panther Pal Mentors to develop positive self-esteem and perseverance. -Grade level PLCs discuss strategies to improve positive student behavior monthly. -Leadership Team and SBLT meet regularly discussing student discipline data and trends. Updated discipline data posted bi-weekly in the Data Room. -A new positive Cafeteria Behavior Plan is put in place to promote on-task behavior. -School-wide CHAMPS expectations are visibly posted across the campus to remind students of positive behavior and processes. -Guidance groups meet to help address severe student needs. -A menu of behavior interventions was created for teachers to using in the classroom to provide suggested research-based strategies.	The Leadership Team, SBLT, and Character Committee meets regularly monitoring discipline data and following the PDSA process to promote continuous improvement. PLC minutes will be monitored to capture grade level conversations concerning student behavior.

-Each teacher creates and submits for approval a classroom student management plan aligned to the school behavior plan. -The MTSS Coach will provide individualized coaching support to any teacher requiring assistance. -Data will be collected on behavior incidents and administrative calls and professional development will be provided for teachers needing support. -A reintegration plan will be established and followed for any students who receive ISS/OSS. -Teachers will be trained to increase their awareness of cultural relevant pedagogy to better meet the needs of all students. -Restorative Circles will become integrated in daily class meetings to help students building community, problem solve, address issues and to foster positive relationship.	

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: All students not meeting grade level expectations will receive a research based intervention to increase learning gains by 10% when comparing FSA and SAT 10 data from 2016-2017 to 2017-2018.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
-The SBLT, Leadership Team and grade level teachers will monitor school-wide data noting students failing to meet grade level expectations for ELA and mathematics. These	The SBLT, Leadership Team and grade level teachers will monitor school-wide data noting students failing to meet grade

students will be provided with research based interventions during the Math and ELA Intervention block. These students will also be targeted to attend the after school extended learning program to receive additional support. -Targeted students in grades K-2 will be provided with a Panther Pals Reading Mentor to support literacy development. -The Ridgecrest 360 Community Coalition will serve to unify all after care providers (YMCA, R'Club, Boys and Girls Club, Gradyi) ensuring that students attending these programs will use the same intervention resources Ridgecrest Elementary uses. -Kindles will be distributed to the most at-risk students in order to promote reading at home. Books will be downloaded on the school site so they are utilized at home.	level expectations for ELA and mathematics. Specific data monitored will be IRLA, MAP, District Common Assessments, SAT 10, and FSA.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	76	% with advanced degrees	30
% receiving effective rating or higher	85	% first-year teachers	5
% highly qualified (HQT)*	85	% with 1-5 years of experience	24
% certified in-field**	88	% with 6-14 years of experience	36
% ESOL endorsed	50	% with 15 or more years of experience	34

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The school's administration has made it a priority to recruit the top teaching candidates to Ridgecrest. We participate in the district's job fair and clearly articulate the vision and mission of Ridgecrest believing that it is critical to hire teachers that believe in our core values. Additionally, we use the Habermann screening tools to support our decision making when hiring. To retain our staff, empowering teachers to become actively involved in professional growth and school leadership, creating a positive and collaborative school culture, and providing strong administrative support are strategies used for retention. All new teachers are assigned a senior teacher to serve as a mentor. To increase the number of Black and Hispanic teachers on staff, we will work with the district's Human Resources Department for the names of qualified candidates and attend district job fairs.

⬡ **SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Tracy	Ellis	White	Parent
James	Dyson	White	Business/Community
Curtis	Hudson	Black	Support Employee
Telitha	Sorrells	Black	Support Employee
Michael	Moss	White	Principal
Kelly	Austin	White	Other Instructional Employee
Eve	Basara	White	Parent
Christina	Ottersbach	Hispanic	Parent
		Select	
		Select	

⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date:

⬡ **SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Principal

Please state the days / intervals that your team meets below.
SBLT meets every Tuesday at 10:00 am

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

$1,500 – Used to purchase IRLA books to increase the availability of culturally relevant and diverse books to promote student independent reading.
$1,000 – Used for TDEs to support professional development for instructional staff with a focus on mathematics and literacy.
$1,000 – Used to support teacher professional development for math, language arts and student enrichment.