

Forest Ridge Elementary School

School Improvement Plan 2018-2019



Mission/Vision: Mission/Vision State The mission of Forest Ridge Elementary is to create a community of life-long learners who will engage in meaningful activities to enhance academic growth, celebrate diversity and experience success. We will maintain each child's right to learn through appropriate learning experiences, sound discipline policies and self-respect for others. We pledge to communicate to parents and involve them in this process.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

Areas of Focus:

1. 5D Dimensions of Teaching and Learning (all areas)
2. Increase the achievement level in math across all grade levels.
3. Increase the achievement level in ELA across all grade levels.

Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Core Content Areas	<p>1. Review the 5-D tool with a focus on the Rubric for instructional growth and teacher evaluation.</p> <p>1. Pre-Planning Week</p> <ul style="list-style-type: none"> * send out email to staff welcoming them back and letting them know that we will be focusing on the 5D rubric for the upcoming school year. Teachers can begin creating lesson plans incorporating student rubric indicators. * Overview of the 5D tool * Meet with grade levels to discuss the rubric and walkthrough tool with focus on "proficient" and "distinguished" student engagement indicators and look for <p>2. Monthly</p> <ul style="list-style-type: none"> * Facilitate walk-throughs with a focus on the 5D Rubric indicators * Discuss Walk through data citing 5D indicators, with the administration team and determine what needs to be shared with grade level teams * Sharing Best practices of proficient and distinguished lessons shared at Staff meetings/grade level team meeting 	<ul style="list-style-type: none"> * Walk Through data <ul style="list-style-type: none"> Monthly review with Leadership team Quarterly review with Staff Review with individual teacher * Citrus Assessment data review * Monthly progress monitoring BQ * Minutes of meetings of grade level mtg * Decrease in the number of discipline offenses in grades K-5 <p>* Students scoring at or above a level 3 on all statewide assessments will increase by 5%</p> <p>* Students receiving a discipline offense will decrease by 3%</p> <p>* Students will show an increase in learning gains by 5%</p> <p>* Students that are participating in the Mentoring partnership with Big Brother Big Sisters in grades 3-5 will show learning gains in Citrus Assessment/FSA</p>



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Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas (cont.)	<p>2. Schedule PD focusing on the 8 mathematical practices and small group instruction.</p> <ul style="list-style-type: none"> a. Data Review during grade level meetings/staff meetings b. Analyze Citrus Assessment to guide instruction and re-teach in small groups c. Book study differentiating math instruction (including spiraling) d. Evaluate student achievement for the BQ <p>3. Schedule PD focusing on literacy in the 120 minute reading block</p> <ul style="list-style-type: none"> a. Book Study on Comprehension Connections to focus on comprehension strategies across all content areas b. Monthly grade level meetings regarding literacy progress c. Literacy Committee to provide school wide literacy plan for the 120 minute reading block including non-negotiables for literacy block and Literacy Night d. Core Connections Strategies for K-5 e. Data Review 	<p>*Walk through data</p> <ul style="list-style-type: none"> Monthly review with Leadership team Quarterly review with staff Review with individual teacher <p>*Citrus Assessment data review</p> <p>*Monthly progress monitoring BQ</p>	<p>*students scoring at or above a level 3 on all statewide assessments will increase by 5%</p> <p>*students receiving discipline referrals will decrease by 3%</p> <p>*students will show an increase in learning gains by 5%</p>



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Strategies/Steps	Measures of Progress	
Behavior	<p>4. Implement a behavior class for students in K-2 who have been identified through the PST team</p> <ul style="list-style-type: none"> * Establish a school side discipline committee to define a school wide discipline plan * Provide staff development in Social Emotional Learning * PBS team to review monthly data make necessary implementations as needed Develop school wide PBS events * School counselor will develop a plan check in daily with students of concern * Outstanding Owls- recognize a student from every class once a week for Outstanding behavior/or actions * Big Brothers Big Sisters of Tampa Bay Mentoring Partnership 	<ul style="list-style-type: none"> * Monthly PBIS meetings with committee * Data from referral and walk throughs * Behavior plan progress monitoring
Other		

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

FRE utilizes an electronic early warning system developed and maintained by the district that includes attendance, suspensions, course failures and high risk monitoring.

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	9	3		
Grade 1	19	4		
Grade 2	9	5		
Grade 3	11	11		
Grade 4	13	10		
Grade 5	11	12		

	Two or More EWS Indicators
KDG	3
Grade 1	15
Grade 2	3
Grade 3	8
Grade 4	13
Grade 5	12

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

FRE utilizes the multi tiered support to improve academic/behavior performance of students. Teachers also utilize the Success Maker computer program to provide targeted skill based lessons. Our problem solving team meets weekly to monitor the progress of students on tier interventions and make the necessary adjustments to the support they are receiving.

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers meet weekly with administration, ESE specialist, Guidance counselor to review data, provide targeted PD and team collaboration. Faculty meetings are conducted once a month to encourage conversation, collaboration and share sessions. FRE is also participating in team building activities through the Smart Team program,

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our teachers use the pacing guides to ensure that instruction is aligned to Florida Standard. Our curriculum -programs and technology resources SM, Study Island are standards-based. Lesson plans are reviewed by administration to ensure standards are appropriate and accommodations are in place. Lesson plans/units are developed within collaboration of the teams that focus on standards, materials and strategies.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Monthly data sessions are held with the teachers to guide instruction. Small group instruction is created based on the data to ensure that all students are successful learners. Our data review sessions and our PST meetings assist in identifying students early and providing them with the support that they need.