

Ridge Wood School Improvement Plan 2018-2019

Ridge Wood Elementary School
Northville Public Schools

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Overview

Plan Name

Ridge Wood School Improvement Plan 2018-2019

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show improvement in Mathematics.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$1000
2	All Ridge Wood students will demonstrate growth in literacy skills.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$3200
3	All students will show improvement in Writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
4	All students will show an improvement in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
5	All students will show improvement in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All Ridge Wood Students will collaborate to achieve 100% of the goals outlined and established by the Lighthouse Team with all staff by June 30, 2019 as measured by successful completion of goals.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students will show improvement in Mathematics.

Measurable Objective 1:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by reaching targeted growth in Mathematics by 06/30/2019 as measured by NWEA Math Assessment.

(shared) Strategy 1:

Instructional Practices - Special Education staff will provide best practice teaching strategies in the area of math using small group instruction and catering to each learner based on the needs outlined in his/her IEP.

Category: Mathematics

Tier: Tier 3

Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will provide specific learning targets for their math lessons. Students will use the language of the target as they engage in daily tasks. They will also measure themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	Title II Part A	Certified Special Education teachers

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will use formative assessment to drive instruction during their math lessons. These will include (but not be limited to) things like exit tickets, mini whiteboard responses, and routine questioning.	Monitor, Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	Certified Special Education teaching staff

Strategy 2:

Professional Learning Communities - Staff will engage with their collegial teams to make data driven decisions regarding math instruction. All three tiers will be addressed.

Category: Learning Support Systems

Research Cited: Reeves; Marzano; Buffum, Mattos, Weber 2009; DuFour, DuFour, Eaker

Tier: Tier 1

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Activity - Collegial teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to make decisions for students. Daily math instruction will be focused on students' greatest areas of need, based on common assessment data. All three tiers will be addressed. Collegial teams will use a PLC format once a week to look at data and make instructional decisions based on the data.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/30/2019	\$1000	Other, General Fund	Certified classroom teachers

Strategy 3:

Intervention/Enrichment - Staff will evaluate and analyze common grade level assessment data to identify individuals requiring interventions or enrichment.

Category: Learning Support Systems

Research Cited: Reeves; Marzano; Buffum, Mattos, Weber 2009; DuFour, DuFour, Eaker

Tier: Tier 2

Activity - Intensive Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will have I/E time four times a week. During this 45-minute block, teachers and interventionists will offer flexible grouping. Tier 3 students will participate in intensive (push-in or pull-out) small group instruction with intervention support 4 times per week to work on identified target areas. Tier 2 students will participate in intensive (push-in) small group instruction with intervention support 3-4 times per week to work on identified target areas. At the same time, students in need of enrichment will also receive small group instruction.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	Classroom teachers/Intervention specialists

Measurable Objective 2:

50% of Students with Disabilities students will demonstrate a proficiency by reaching or exceeding their targeted growth on the NWEA assessment in Mathematics by 06/30/2019 as measured by NWEA Math Assessment.

(shared) Strategy 1:

Instructional Practices - Special Education staff will provide best practice teaching strategies in the area of math using small group instruction and catering to each learner based on the needs outlined in his/her IEP.

Category: Mathematics

Tier: Tier 3

Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education teachers will provide specific learning targets for their math lessons. Students will use the language of the target as they engage in daily tasks. They will also measure themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	Title II Part A	Certified Special Education teachers
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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will use formative assessment to drive instruction during their math lessons. These will include (but not be limited to) things like exit tickets, mini whiteboard responses, and routine questioning.	Monitor, Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	Certified Special Education teaching staff

Goal 2: All Ridge Wood students will demonstrate growth in literacy skills.

Measurable Objective 1:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by reaching targeted growth by in Reading by 06/30/2019 as measured by NWEA Reading Assessment.

(shared) Strategy 1:

Instructional Practices - Special Education and ELL teachers will use best practice strategies to foster students' growth in literacy. They will meet either individually or in small groups with students to be sure they're meeting individual needs.

Category: English/Language Arts

Tier: Tier 1

Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create daily learning targets. Students will use the language of the learning targets as they learn new skills and engage in activities. Students will also assess themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	All certified teaching staff

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to develop their skills in using formative assessment to guide their instruction. These will include (but not be limited to) exit tickets, mini white board responses, and routine questioning. In addition, they will maintain records to reflect the data that is collected from these assessments.	Direct Instruction, Evaluation	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Other	Certified classroom teachers
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Strategy 2:

Professional Learning Communities - Grade level teams will collaborate with one another to meet the needs of all learners in their classrooms and across the grade level.

Category: Learning Support Systems

Research Cited: Reeves; Marzano; Buffum, Mattos, Weber 2009; DuFour, DuFour, Eaker

Tier: Tier 1

Activity - Grade Level Collegial	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with their grade level peers to review data and develop action plans for addressing student needs. One collegial per week will be devoted to a PLC, where teachers will look at grade-level data and make instructional decisions based on the data.	Professional Learning, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/30/2019	\$1000	Other	Classroom teachers and Interventionists

Activity - ET/Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will be trained in and utilize the Fountas and Pinnell Benchmark Assessment System. Teachers will also be piloting Fountas and Pinnell materials in their classroom. Professional development on how to implement flexible reading groups during I/E time will be offered.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/30/2019	\$2000	Title I School Improvement (ISI)	Certified staff, principal

Strategy 3:

Intervention/Enrichment - Staff will evaluate and analyze common grade level assessment data to identify individuals requiring intervention or enrichment.

Category: Learning Support Systems

Research Cited: Reeves; Marzano; Buffum, Mattos, Weber 2009; DuFour, DuFour, Eaker

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each grade level will have I/E time four times a week. During this 45-minute block, teachers and interventionists will offer flexible grouping. Tier 3 students will participate in intensive (push-in or pull-out) small group instruction with intervention support 4 times per week to work on identified target areas. Tier 2 students will participate in intensive (push-in) small group instruction with intervention support 3-4 times per week to work on identified target areas. At the same time, students in need of enrichment will also receive small group instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/30/2019	\$200	Other	Certified teaching staff, paraprofessionals
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Measurable Objective 2:

55% of Students with Disabilities and English Learners students will demonstrate a proficiency by reaching projected growth in Reading by 06/30/2019 as measured by NWEA Reading Assessment.

(shared) Strategy 1:

Instructional Practices - Special Education and ELL teachers will use best practice strategies to foster students' growth in literacy. They will meet either individually or in small groups with students to be sure they're meeting individual needs.

Category: English/Language Arts

Tier: Tier 1

Activity - Learning Targets/Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create daily learning targets. Students will use the language of the learning targets as they learn new skills and engage in activities. Students will also assess themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	All certified teaching staff

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to develop their skills in using formative assessment to guide their instruction. These will include (but not be limited to) exit tickets, mini white board responses, and routine questioning. In addition, they will maintain records to reflect the data that is collected from these assessments.	Direct Instruction, Evaluation	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Other	Certified classroom teachers

Goal 3: All students will show improvement in Writing.

Measurable Objective 1:

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85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/30/2019 as measured by local/building assessments.

Strategy 1:

Writing Across the Curriculum - Students will have the opportunity to engage in narrative and informational writing in ELA, Math, Science, and Social Studies.

Category: English/Language Arts

Research Cited: Reeves; Marzano; Buffum, Mattos, Weber 2009

Tier: Tier 1

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in daily writing instruction in all content areas. Students will use notebooks to reflect in Math and Science, and teachers will implement Writer's Workshop during their literacy block. Students will learn strategies to improve their ability to write opinion, narrative, and informational pieces.	Other, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	\$500	Other	All Certified staff

Goal 4: All students will show an improvement in Science.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science by meeting or exceeding their targeted growth in Science by 06/30/2019 as measured by NWEA Science Assessment.

Strategy 1:

Best Practices - All teaching staff will study best practices in science.

Category: Science

Research Cited: DuFour, DuFour, Eaker; Marzano

Tier: Tier 1

Activity - Knowledge of NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to utilize Next Generation Science Standards. They will create and revise assessments and modify instruction accordingly.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$1000	Other	Certified Staff

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Activity - FOSS Science Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in collaboration as they use FOSS kits, and will continue to utilize interactive science notebooks and Mystery Science resources.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Other	Classroom teachers
Activity - Science Olympiad	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our after-school Science Olympiad Program will continue to encourage students in grades 3-5 to create, design, and implement STEAM-based projects.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	Parent Volunteers, Principal

Goal 5: All students will show improvement in Social Studies.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in reading informational Social Studies materials in Social Studies by 06/30/2019 as measured by local/building assessments.

Strategy 1:

Information Text exposure - Students will engage in reading District-provided non-fiction texts. They will also continue to read non-fiction articles, textbooks, and other teacher-provided materials.

Category: Social Studies

Tier: Tier 1

Activity - Classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement non-fiction pieces into their guided reading and strategy groups during Reader's Workshop. Teachers will also use strategies to encourage students to comprehend their social studies text.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	General Fund	Classroom teachers

Goal 6: All Ridge Wood Students will collaborate to achieve 100% of the goals outlined and established by the Lighthouse Team with all staff by June 30, 2019 as measured by successful completion of goals.

Measurable Objective 1:

collaborate to to learn and live the 7 Habits of Highly Effective Kids/People. by 06/30/2019 as measured by successfully achieving the goals (WIGs) by meeting the criteria that was set..

Strategy 1:

Classroom WIG implementation - All classroom teachers will work with their students to create a literacy-based and behavioral-based WIG ("Wildly Important Goal") in their classrooms. Data related to the WIG will be tracked and WIGS will be changed on a monthly and/or quarterly basis.

Category: Other - TLIM

Tier: Tier 1

Activity - Classroom WIGS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will create and monitor a behavioral and literacy-based goal.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ET/Professional Development	All certified staff will be trained in and utilize the Fountas and Pinnell Benchmark Assessment System. Teachers will also be piloting Fountas and Pinnell materials in their classroom. Professional development on how to implement flexible reading groups during I/E time will be offered.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/30/2019	\$2000	Certified staff, principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Each grade level will have I/E time four times a week. During this 45-minute block, teachers and interventionists will offer flexible grouping. Tier 3 students will participate in intensive (push-in or pull-out) small group instruction with intervention support 4 times per week to work on identified target areas. Tier 2 students will participate in intensive (push-in) small group instruction with intervention support 3-4 times per week to work on identified target areas. At the same time, students in need of enrichment will also receive small group instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/30/2019	\$200	Certified teaching staff, paraprofessionals
Knowledge of NGSS	Teachers will continue to utilize Next Generation Science Standards. They will create and revise assessments and modify instruction accordingly.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$1000	Certified Staff
FOSS Science Program	Teachers will engage in collaboration as they use FOSS kits, and will continue to utilize interactive science notebooks and Mystery Science resources.	Curriculum Development	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Classroom teachers

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Grade Level Collegial	Teachers will work with their grade level peers to review data and develop action plans for addressing student needs. One collegial per week will be devoted to a PLC, where teachers will look at grade-level data and make instructional decisions based on the data.	Professional Learning, Teacher Collaboration	Tier 1	Evaluate	09/04/2018	06/30/2019	\$1000	Classroom teachers and Interventionists
Classroom Instruction	Students will participate in daily writing instruction in all content areas. Students will use notebooks to reflect in Math and Science, and teachers will implement Writer's Workshop during their literacy block. Students will learn strategies to improve their ability to write opinion, narrative, and informational pieces.	Other, Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	\$500	All Certified staff
Collegial teams	Teachers will work collaboratively to make decisions for students. Daily math instruction will be focused on students' greatest areas of need, based on common assessment data. All three tiers will be addressed. Collegial teams will use a PLC format once a week to look at data and make instructional decisions based on the data.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/30/2019	\$500	Certified classroom teachers
Formative Assessment	Teachers will continue to develop their skills in using formative assessment to guide their instruction. These will include (but not be limited to) exit tickets, mini white board responses, and routine questioning. In addition, they will maintain records to reflect the data that is collected from these assessments.	Direct Instruction, Evaluation	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Certified classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom WIGS	Each classroom will create and monitor a behavioral and literacy-based goal.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2019	\$0	All Staff
Formative Assessment	Special Education teachers will use formative assessment to drive instruction during their math lessons. These will include (but not be limited to) things like exit tickets, mini whiteboard responses, and routine questioning.	Monitor, Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	Certified Special Education teaching staff

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Learning Targets/Success Criteria	Teachers will create daily learning targets. Students will use the language of the learning targets as they learn new skills and engage in activities. Students will also assess themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	All certified teaching staff
Science Olympiad	Our after-school Science Olympiad Program will continue to encourage students in grades 3-5 to create, design, and implement STEAM-based projects.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Parent Volunteers, Principal
Intensive Small Group Instruction	Each grade level will have I/E time four times a week. During this 45-minute block, teachers and interventionists will offer flexible grouping. Tier 3 students will participate in intensive (push-in or pull-out) small group instruction with intervention support 4 times per week to work on identified target areas. Tier 2 students will participate in intensive (push-in) small group instruction with intervention support 3-4 times per week to work on identified target areas. At the same time, students in need of enrichment will also receive small group instruction.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2019	\$0	Classroom teachers/Intervention specialists

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets/Success Criteria	Special Education teachers will provide specific learning targets for their math lessons. Students will use the language of the target as they engage in daily tasks. They will also measure themselves against (posted) success criteria.	Academic Support Program, Direct Instruction	Tier 3	Monitor	09/04/2018	06/30/2019	\$0	Certified Special Education teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom instruction	Teachers will implement non-fiction pieces into their guided reading and strategy groups during Reader's Workshop. Teachers will also use strategies to encourage students to comprehend their social studies text.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Classroom teachers

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Collegial teams	Teachers will work collaboratively to make decisions for students. Daily math instruction will be focused on students' greatest areas of need, based on common assessment data. All three tiers will be addressed. Collegial teams will use a PLC format once a week to look at data and make instructional decisions based on the data.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/30/2019	\$500	Certified classroom teachers
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