

Pinellas County Schools

Ridgecrest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ridgecrest Elementary School

1901 119TH ST, Largo, FL 33778

<http://www.ridgecrest-es.pinellas.k12.fl.us>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success: every student making one year's growth or more in a school year.

Provide the school's vision statement.

The 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gardner, Tracy	Principal	The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.
Nguyen, Hieu	Assistant Principal	This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
Della Penna, Lillian	Other	To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Wellings, Jeanne	Instructional Coach	To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Stakeholder Involvement and SIP Development

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

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

Completion of SIP was created by the team which includes administrators, teachers, staff developers, support staff and members of SAC/PTA. Information will be disseminated to stakeholders through SAC and school communication. Website, newsletters and school parent station located in front office. School wide data will be shared and stakeholders have ability to attend and provide input to support SIP.

SIP Monitoring

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

SIP will be monitored by the leadership team and Instructional leaders monthly. The instructional team will meet monthly and update its members regarding the SIP priorities. SIP Goal managers will provide data to the team at minimal quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School presentation.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	<i>Data will be uploaded when available</i>
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2020-21: B 2019-20: B 2018-19: B

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	25	14	22	14	21	0	0	0	96	
One or more suspensions	0	0	2	3	4	1	0	0	0	10	
Course failure in English Language Arts (ELA)	0	0	0	9	0	5	0	0	0	14	
Course failure in Math	0	0	0	0	0	1	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	8	19	24	0	0	0	51	
Level 1 on statewide Math assessment	0	0	0	8	15	27	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	7	11	8	0	0	0	26

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	26	27	25	36	34	30	0	0	0	178	
One or more suspensions	0	1	1	0	2	1	0	0	0	5	
Course failure in ELA	0	14	21	35	20	38	0	0	0	128	
Course failure in Math	0	14	21	35	20	38	0	0	0	128	
Level 1 on statewide ELA assessment	0	0	0	26	13	22	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	21	11	20	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	0	9	13	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	3	4	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	26	27	25	36	34	30	0	0	0	178	
One or more suspensions	0	1	1	0	2	1	0	0	0	5	
Course failure in ELA	0	14	21	35	20	38	0	0	0	128	
Course failure in Math	0	14	21	35	20	38	0	0	0	128	
Level 1 on statewide ELA assessment	0	0	0	26	13	22	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	21	11	20	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	0	9	13	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	3	4	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65			66			72		
ELA Learning Gains	67			66			65		
ELA Lowest 25th Percentile	44			36			33		
Math Achievement*	68			68			78		
Math Learning Gains	69			71			72		
Math Lowest 25th Percentile	48			43			35		
Science Achievement*	66			67			67		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	38			36			50		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	48			
AMI				
ASN	88			
BLK	40	Yes	3	
HSP	49			
MUL	76			
PAC				
WHT	79			
FRL	48			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	65	67	44	68	69	48	66					38
SWD	32	46		23	71							

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
ELL	32	56		52	61		50					38
AMI												
ASN	90	83		95	83							
BLK	34	47	37	37	58	45	22					
HSP	43	55	42	59	70	50	38					33
MUL	79	72		79	72							
PAC												
WHT	82	77		83	70		85					
FRL	45	55	43	49	62	49	46					33

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	66	66	36	68	71	43	67					36
SWD	48			43	40		30					
ELL	38			50								36
AMI												
ASN	100	86		95	91		100					
BLK	23	45	47	27	34	29	23					
HSP	57	64		61	86		77					33
MUL	72			72								
PAC												
WHT	84	70		86	81	45	78					
FRL	42	46	30	45	52	38	41					29

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	72	65	33	78	72	35	67					50
SWD	32	40	50	34	50	25	10					
ELL	65	54		71	69							50
AMI												
ASN	94	78		98	97		96					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
BLK	37	41	28	50	43	28	26					
HSP	71	74	36	73	69	30	67					55
MUL	67	67		74	72		50					
PAC												
WHT	81	68	37	86	79	48	79					
FRL	45	49	32	55	50	32	40					50

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

ELA proficiency in grades 3-5, more so with scholars receiving traditional curriculum. Vacancies in the grade levels where no permanent teacher was in place for 3 teachers in grades 4-5. Data shows a decline in 4th grade.

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

Data continued to be steady with a slight decline in ELA. 3 year trend demonstrates that we are on an incline in both 3rd and 5th. Last year 4th grade took a decline but is back on track with 3 year goal.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

At this time, data demonstrated not a large gap between the state and the school data. However, there was a decline in 4th grade math by 10 points across a three-year span. A 3% decrease was noted in 5th grade math.

Vacancies, new hires, and transient population were contributing factors.

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

The data component that showed the most growth was math proficiency in grades 3-5. They were charged with attending professional development and bringing that information back to share with colleagues. Administration and the instructional coach met with teachers to analyze formative assessment data to create fluid skill groups and spiral review tasks. Also, an increase in Science. A heavy emphasis on science vocabulary, academic gaming and spiral review of 3-5 grade standards.

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

Number of scholars in grades 3-5 considered one or more grade levels behind and below grade level expectations in ELA.

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

1. Early Literacy in K-3
2. Collaborative Culture- retention of teachers
3. Conditions for Learning

Area of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Our current level of performance is 63% proficient in ELA as evidenced on the FAST. The problem/gap is occurring because the tasks scholars are provided do not match the level of rigor of the standard and instruction is not differentiated to meet the needs of all scholars. If the scholar's tasks matched the level of rigor of the standards, an increase in learning would occur by 10% points. If the scholars frequently received cognitively complex learning opportunities, an increase of learning gains would occur as evidenced by 2023-2024 FAST.

Measurable Outcome:

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

With a focus on ELA core instruction, we hope to increase our overall proficiency from 63% to 73% as measured by the 2023-2024 FAST.

Ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles.

Monitoring:

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

Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum.

Person responsible for monitoring outcome:

Tracy Gardner (gardnert@pcsb.org)

Evidence-based Intervention:

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

Explicit and systematic instruction
Scaffolded instruction
Corrective feedback
Differentiated instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2)

process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. (use of PELI, UFLI and small group instruction.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 67% of students were proficient as measured by the 2022-2023 FAST. We expect our total proficiency level to be 77% by the end of the 2023/2024 school year. The problem/gap is occurring because the tasks students are provided do not match the rigor of the standard and are not differentiated to meet the needs of all students. If the student tasks continue to be differentiated and match the rigor of the standard, learning proficiency and gains will increase.

Measurable Outcome:

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

Improve overall math proficiency on the FSA from 67% to 77% as measured by the 2023-2024 FAST.

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Monitoring:

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

Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum.

Person responsible for monitoring outcome:

Tracy Gardner (gardnert@pcsb.org)

Evidence-based Intervention:

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

Establish mathematical goals to focus learning.
 Use and connect mathematical representations
 Facilitate meaningful discourse
 Pose purposeful questions
 Build procedural fluency from conceptual understanding
 Support productive struggle in learning mathematics
 Elicit and use evidence of student thinking

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they become clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback).

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

Teachers and administrators engage in Collaborative Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to analyze the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

Teachers and administrators collaborate to ensure purposeful peer feedback, engage in ongoing professional development, and develop understanding in PLC's to support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

Our current level of performance is 71%, as evidenced on the Science FSSA Assessment. We expect our performance level to be 78% by the end of the 2023/2024 school year. The problem/gap is occurring because of the lack of vocabulary acquisition and transferring this to real world situations. If explicit vocabulary instruction and real world application occurred, the science proficiency rate would increase.

Measurable Outcome:

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

The percent of all students achieving a level of proficiency will increase from 66% to 76%, as measured by the 2023-2024 Florida FSSA Assessment.

Deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Monitoring:

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

Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum. Monitoring of Science Lab pre-post tests and lab usage.

Person responsible for monitoring outcome:

Tracy Gardner (gardnert@pcsb.org)

Evidence-based Intervention:

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

- Teacher Clarity (Hattie, 0.75 effect size)
- Prior Ability (Hattie, 0.82 effect size)
- Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning)
- Prior Ability (Hattie, 0.82 effect size)
- Classroom Discussion (Hattie, 0.82 effect size)
- Feedback (Hattie, 0.70 effect size)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

- During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

- Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.

Person Responsible: Jeanne Wellings (wellingsj@pcsb.org)

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another.

Measurable Outcome:

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

Monitoring:

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

Mentoring, monitoring and check ins with administration.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Collaborative learning

Provide models such as step-by-step demonstrations

Obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional development needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional development is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

Regularly collaborate as a Literacy Leadership Team (LLT) to engage in meaningful discussions and collective goal-setting around improving literacy outcomes for students including, but not limited to teacher support and community outreach.

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

Recruit/retain a strong teachers at each grade level

Person Responsible: Tracy Gardner (gardnert@pcsb.org)

#5. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

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

According to our ESSA data, our current level of performance is below 41% proficient (levels 3, 4, and 5), in ELA, and in Math on the Florida Standards Assessment. We expect our performance level to be 60% for ELA and 60% in Math by the end of the 2023/2024 school year. The problem/gap is occurring because of a lack of highly engaging strategies for a diverse group of learners, and differentiated, explicit teaching based on formative assessment data on a daily basis. Scholars need to be exposed to higher level thinking prompts, tasks and grade level standards on a regular basis. If teachers used highly engaging strategies for a diverse group of learners each day, restorative practices were done with fidelity, and differentiation with explicit teaching based on formative assessment daily, black scholars' proficiency would increase to 60% or beyond.

Measurable Outcome:

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

The percent of black scholars reaching proficiency will increase from 40% to 60% on the ELA and in Math as evidenced by ESSA data.

Monitoring:

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

Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum. Observations of SEL lessons and morning meetings with timely feedback.

Person responsible for monitoring outcome:

Lillian Della Penna (dellapenna@pcsb.org)

Evidence-based Intervention:

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

1. Provide targeted professional development and coaching to teachers and leaders on AVID and highly engaging strategies for a diverse group of learners increase engagement and improve pass rates for black scholars.
2. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
3. Provide training for restorative practices and ensure strong implementation.
4. Provide training for strategies on Social Emotional Learning (SEL) and programs to help scholars develop specific social and emotional competencies.
5. Ensure black scholars are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
6. Implement universal screening for gifted identification to expand the number of black scholars served within the talent development groups or identified as gifted learners.
7. Ensure teachers confer with Black scholars to conduct data chats on a consistent basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Classrooms will be more culturally sound and communities will be built so all learners will feel accepted and within a risk free environment. Lesson activities will include the 6 M's to engage scholars. An increase in the number of Home Visits will enhance the home/school connection. With highly engaging strategies

for a diverse group of learners, there will be a decrease in the number of administrative support calls, which keeps scholars engaged in the learning in the classroom. By implementing school wide Restorative Practices throughout the school, there will be an increase in the number of positive recognition opportunities across the school year. With support from district personnel, interventions will be implemented with fidelity and monitored consistently. By establishing positive relationships with our current black staff members, employees will remain at Ridgecrest.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will disaggregate formative assessments specifically for our black scholars on a bi-weekly basis within their teams and/or individually to monitor their progression towards their achievement goals.

Person Responsible: Lillian Della Penna (dellapenna@pcsb.org)

Teachers will note in lesson plans the Morning Meeting topics to include SEL, PBIS, and RP. A collaborative problem-solving approach will be utilized to increase a sense of community. Use of the district SEL lessons and Sanford Harmony kits.

Person Responsible: Lillian Della Penna (dellapenna@pcsb.org)

Support teachers by providing ongoing professional development on building relationships and sharing scholar data with black families focusing on highly engaging strategies for a diverse group of learners. Targeted PD and coaching to teachers and leaders on AVID.

Person Responsible: Lillian Della Penna (dellapenna@pcsb.org)

SBLT will monitor black L35 scholar data and conduct bi-weekly data check ins.

Person Responsible: Lillian Della Penna (dellapenna@pcsb.org)

Identify and enroll our L35 black scholars in the ELP program and monitor attendance and academic progress.

Person Responsible: Lillian Della Penna (dellapenna@pcsb.org)

CSI, TSI and ATSI Resource Review

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

SIP funds will be monitored monthly and reviewed by team during our SIP and SAC meetings. The team will review if funds are being utilized efficiently and if programs are making progress toward the goals outlined in the SIP for each goal set.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

Ridgecrest Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update phone numbers and email contacts in Focus, as well as working with teachers to support teacher-parent communication via Teacher-Parent conferences (minimum of 1 documented in person / phone per semester), email, Daily Student Agenda planners, Parent Communication folders, and Class Dojo with text messaging option. Furthermore, Ridgecrest Elementary will inform parents regarding parent resources provided to them during our Annual Title I Meeting, through the school newsletter, School Messenger, Family Station and website. Parent workshops will be offered throughout the year to allow parents to review their child(ren)'s academic and behavior data, as well as work with their child(ren) to set and review goals. Parent workshops not only provide opportunities for review of student growth, but celebrate achievements and talents through music, art, and movement. Ridgecrest Elementary will maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, and with parents who are otherwise unable to attend those conferences at school.

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

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

Ridgecrest Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Annual Title I Meeting / Back to School Open House, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. During the parents' classroom visit, teachers will provide additional information on the subjects they teach, as well as share the Pinellas County Schools Student Expectations, use of Restorative Practice circles with Social-Emotional Learning skills embedded, formative and standardized assessment plans and how parents can assist at home. Some of the same information will have been provided to parents at Meet the Teacher events, in the students' opening day packets sent home on the first day of school and documented in the Student Agendas. Teachers will maintain sign-in sheets and provide a copy to the administration / Title I Audit Box coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a survey to complete to provide input or to ask questions. The principal will respond by email or phone call to all questions left. If a parent is unsatisfied with the school-wide program plan, they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Family Station" located in the front office for parent convenience. Further communication will occur through the use of monthly School Newsletters, monthly SAC Meetings, reminder Agenda stickers, School Messenger, Class Dojo messaging, advertisement of events on the school marquee, posting info on the website, and distribution and displaying of flyers on the Title I "Family Station" table in the front lobby for parent convenience.

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

PLCs and Collaborative Planning will focus on data analysis, standards-based instruction and problem solving. In addition, teachers and students will continuously monitor progress and goal setting with action steps that partners with families moving towards increased proficiency. The team will create a calendar that aligns with district deadlines and allows for data chats with grade level teams. Continued implementation of schoolwide PBIS strategies will be monitored and modified to create a positive culture and climate.

Within team PLCS, the focus will be on standards based learning, data analysis and collaborative planning. Teachers will work along side the ILT to game plan and goal set to increase student achievement. The team will progress monitor and make the necessary changes needed to continue growth towards proficiency with intentionality. There will be a heavy emphasis on teacher training and retention.

A positive school culture provides a safe, supportive, encouraging, inviting, and challenging environment for all stakeholders, which in turn allows students' academic achievement to evolve. Involving all stakeholders in creating processes, clearly defining and teaching expectations is critical. Our team will continue to link our PBIS School wide initiatives to these events to increase awareness and strengthen the connection between home and school. We will continue to effectively using data to progress monitor (ILT, SAC and staff) so that the goals of increasing student academic performance, safety, and establishing positive school climates can be achieved.

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

Our partnership with our local churches and organizations that provide additional support to our families who are in need have continued this year. These organizations offer both food and other academic materials for our staff and scholars. Our Family and Community liaison continues to recruit and retain mentor support for targeted students across all grade levels for academic support or through our lunch pal program. These community partnerships continue to strengthen the bond between school and community and better equip our students for academic success.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$750.00
			Notes: Use of training and materials for UFLI			

2	III.B.	Area of Focus: Instructional Practice: Math				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$750.00
			Notes: training, paid planning, materials for implementation			
3	III.B.	Area of Focus: Instructional Practice: Science				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$750.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$500.00
5	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$0.00
Total:						\$2,750.00

Budget Approval

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

No