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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Educate and prepare each student for college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tracy Gardner

Position Title

Principal

Job Duties and Responsibilities

- monitor core instruction in ELA to include whole group and small group
- provide feedback related to implementation of standards based curriculum
- oversee professional development related to supporting students with disabilities
- monitor achievement of our black/African American students
- conduct walk throughs. observations and evaluations
- celebrate growth and progress toward goal attainment

Leadership Team Member #2

Employee's Name

Hieu Nguyen

Position Title

Assistant Principal

Job Duties and Responsibilities

- monitor core instruction and implementation of instructional practices related to math
- oversee math collaborative planning
- create a plan and a timeline for science implementation
- oversee mentoring program

Leadership Team Member #3

Employee's Name

Tina Nicolucci

Position Title

Reading Coach

Job Duties and Responsibilities

- facilitate collaborative planning related to standards based instruction
- support utilization of state and district ELA resources
- monitor ELA data
- coach and provide feedback

Leadership Team Member #4

Employee's Name

Carole Della Penna

Position Title

MTSS Coach

Job Duties and Responsibilities

- oversee tier 2 and tier 3 academic and behavior interventions
- monitor implementation of instruction for students with disabilities
- coach and provide feedback

Leadership Team Member #5

Employee's Name

Jeanne Wellings

Position Title

Title 1 Hourly

Job Duties and Responsibilities

- facilitate collaborative planning related to standards based instruction in science
- support utilization of science resources
- monitor interventions and supports related to math
- coach and provide feedback

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

During the May 2024 School Advisory Council (SAC) meeting, we reviewed our current data and discussed goals and initiatives for the 2024-2025 school year.

Additionally, we held two summer SIP planning meetings consisting of teachers, coaches and administrators. The teams analyzed the current data and reflected on 2023-2024 SIP goals. We identified challenges experienced throughout the school year that led to not meeting our goals. We determined actions steps to support reaching our SIP goals for the school year 2024-2025. We reflected extensively and brainstormed corrections and new strategies to meet our goals for 2024-2025.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

SIP Committees will meet twice a month to monitor progress toward effective implementation of our action steps and the impact our actions have on student achievement. We will share progress with staff through our weekly communication and during faculty meetings. Walk throughs, observations, and assessments will be utilized as progress monitoring tools. We will revise and adapt the plan as needed through regular SIP committee meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	63.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	16	23	26	20	32				117
One or more suspensions				2	1	3				6
Course failure in English Language Arts (ELA)				4						4
Course failure in Math										0
Level 1 on statewide ELA assessment				5	12	25				42
Level 1 on statewide Math assessment				4	14	30				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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				2	11	20				33

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				4						4
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days		25	14	22	14	21				96
One or more suspensions			2	3	4	1				10
Course failure in ELA				9		5				14
Course failure in Math						1				1
Level 1 on statewide ELA assessment				8	19	24				51
Level 1 on statewide Math assessment				8	15	27				50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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				7	11	8				26

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				8						8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61			62	54	53	65	55	56
ELA Grade 3 Achievement **	58			60	54	53			
ELA Learning Gains	65						67		
ELA Learning Gains Lowest 25%	47						44		
Math Achievement *	59			66	61	59	68	51	50
Math Learning Gains	55						69		
Math Learning Gains Lowest 25%	34						48		
Science Achievement *	60			69	62	54	66	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	50			50	64	59	38		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	439
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	63%	58%	57%		59%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	43%	No		
English Language Learners	50%	No		
Asian Students	89%	No		
Black/African American Students	38%	Yes	5	
Hispanic Students	50%	No		
Multiracial Students	54%	No		
White Students	78%	No		
Economically Disadvantaged Students	44%	No		

2022-23 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%
Students With Disabilities	38%	Yes	1	
English Language Learners	50%	No		
Asian Students	87%	No		
Black/African American Students	30%	Yes	4	1
Hispanic Students	61%	No		
Multiracial Students	59%	No		
White Students	85%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	43%	No		
English Language Learners	48%	No		
Native American Students				
Asian Students	88%	No		
Black/African American Students	40%	Yes	3	
Hispanic Students	49%	No		
Multiracial Students	76%	No		
Pacific Islander Students				
White Students	79%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	58%	65%	47%	59%	55%	34%	60%					50%
Students With Disabilities	44%		47%		36%	53%		36%					
English Language Learners	53%		50%		47%	50%							
Asian Students	100%		92%		95%	69%							
Black/African American Students	35%	34%	60%	53%	23%	35%	35%	28%					
Hispanic Students	50%	27%	63%		56%	58%		45%					
Multiracial Students	67%		40%		62%	47%							
White Students	79%	81%	72%		82%	71%		84%					
Economically Disadvantaged Students	45%	47%	56%	48%	39%	43%	34%	36%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	62%	60%			66%			69%					50%
Students With Disabilities	45%				30%								
English Language Learners	38%				56%								57%
Asian Students	86%				86%			90%					
Black/African American Students	27%	23%			32%			36%					
Hispanic Students	70%				63%			50%					
Multiracial Students	52%				59%			67%					
White Students	82%	85%			87%			87%					
Economically Disadvantaged Students	42%	42%			47%			45%					55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		46%		23%	71%							
English Language Learners	32%		56%		52%	61%		50%					38%
Native American Students													
Asian Students	90%		83%		95%	83%							
Black/African American Students	34%		47%	37%	37%	58%	45%	22%					
Hispanic Students	43%		55%	42%	59%	70%	50%	38%					33%
Multiracial Students	79%		72%		79%	72%							
Pacific Islander Students													
White Students	82%		77%		83%	70%		85%					
Economically Disadvantaged Students	45%		55%	43%	49%	62%	49%	46%					33%

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Overall, our proficiency data declined in all content areas compared to 2022-2023. When looking at our current data, we had the highest proficiency and learning gains in ELA. New actions taken in this area included: bi-weekly collaborative planning sessions facilitated by a coach with administrative support, full time reading coach was hired in February 2024, 1-2x a month district ISD support in second semester until full time reading coach was hired, data meetings after PM1 and PM2, UFLI in grade 3, and enhanced reading materials in grades 4 and 5.

Lowest Performance

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

Math at 59% was our lowest area of performance.

The contributing factors to our weak performance in math was related to the fact that we had a majority of new teachers. Over 50% of our teachers were new to Pinellas and most were recent college graduates. Their lack of experience with instruction and classroom management made it difficult for our teachers to move struggling students toward proficiency.

Greatest Decline

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

Our greatest decline in performance was science which went from 69% proficiency to 60%. After analyzing grade 5 teacher level data, it was evident that two of our beginning teachers were not effectively teaching science. Having limited academic coaching and experiencing significant student behavior challenges across the school made it difficult to support science instruction.

Greatest Gap

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.

Grade 3 under performed in math compared to the state. The factors that contributed to the gap was

lack of understanding on utilizing the B1gM to plan effective instruction. We met bi-weekly for math collaborative planning; however, several teachers required significant support on implementation and the ability to monitor for learning. Our new teachers had difficulty differentiating based on student needs.

EWS Areas of Concern

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

1. Increasing attendance rates
2. Decreasing the number of students with two or more early warnings signs
3. Decreasing the amount of level 1 students in ELA and Math in 5th grade

Highest Priorities

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

1. Building classroom environments conducive to learning
2. Providing appropriate supports to aide with differentiating instruction to meet the needs of our scholars
3. Collaborative planning sessions focused on helping teachers develop effective core instruction in all content areas

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is instructional practice specifically relating to Benchmark-aligned instruction based on declines in proficiency in all content areas. Our goal is to deepen the understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes. Increasing overall proficiency from 61% to 71% as measured by the 2024-2025 FAST.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With a focus on ELA core instruction, we will increase our overall grades 3-5 proficiency from 61% to 71% as measured by the 2024-2025 FAST.

We will increase our grade 3 proficiency from 57% to 70% as measured by the 2024-2025 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Identifying critical content Teacher clarity Cognitive Engagement with Content

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Planning/PLCs

Person Monitoring:

Tina Nicolucci

By When/Frequency:

Ongoing- completed throughout the school year-
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Action Step #2

Use of State and District Resources

Person Monitoring:

Tina Nicolucci

By When/Frequency:

Ongoing- completed throughout the school year-
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #3

Core Instruction

Person Monitoring:

Tracy Gardner

By When/Frequency:

Ongoing- completed throughout the school year-
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #4

Monitoring Implementation- Feedback Loop

Person Monitoring:

Tracy Gardner

By When/Frequency:

Ongoing- completed throughout the school year-
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Engage in ongoing professional learning on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 59% of students were proficient as measured by the 2023-2024 FAST. We expect our total proficiency level to be 69% by the end of the 2024/2025 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase overall math proficiency in grades 3-5 from 59% to 69% as measured by the 2024-2025 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

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

Person responsible for monitoring outcome

Hieu Nguyen

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Establish mathematics goals to focus learning. Cognitive Engagement with Content

Rationale:

Shifting from 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 are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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 -Cognitive Engagement with Content -Formative Assessment & Feedback -Academic Discourse -Close Reading & Annotation Strategies -Writing to Learn

Rationale:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Core Instruction and Intervention Supports

Person Monitoring:

Jeanne Wellings

By When/Frequency:

Ongoing- throughout the year- May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2

Instructional Practices

Person Monitoring:

Hieu Nguyen

By When/Frequency:

ongoing- throughout the year May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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)

Action Step #3

BIG M- Common Planning

Person Monitoring:

Hieu Nguyen

By When/Frequency:

Ongoing- throughout the year May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators engage in Common 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 synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Action Step #4

B.E.S.T Standards- Alignment

Person Monitoring:

Jeanne Wellings

By When/Frequency:

ongoing- throughout the year May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 59%, as evidenced on the Science FSSA Assessment. Our performance level will increase to 71% by the end of the 2024/2025 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students achieving a level of proficiency will increase from 59% to 71%, as measured by the 2024-2025 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will monitor core instruction through observations, conversations during collaborative planning and district assessments.

Person responsible for monitoring outcome

Hieu Nguyen

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

• Teacher Clarity (Hattie, 0.75 effect size) • Prior Ability (Hattie, 0.82 effect size) • Cognitive Engagement with Content*

Rationale:

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. Prior Ability: Activating and integrating prior knowledge is one of the most powerful teaching strategies. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning- Focus on Benchmarks

Person Monitoring:

Jeanne Wellings

By When/Frequency:

Ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards

Action Step #2

Collaborative Planning- Big Ideas

Person Monitoring:

Jeanne Wellings

By When/Frequency:

Ongoing by the end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning that occurs within school hours or after-school planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Action Step #3

Engagement Opportunities

Person Monitoring:

Hieu Nguyen

By When/Frequency:

Ongoing By the end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark

Action Step #4

Instructional Supports

Person Monitoring:

Jeanne Wellings

By When/Frequency:

Ongoing by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

School Wide Plan and Timeline

Person Monitoring:

Hieu Nguelyn

By When/Frequency:

ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), cumulating in a school science night.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices. Our current level of performance is 38% proficiency. Our goal is to increase by 10% to 48% as measured by the 2024/2025 FSA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The overall proficiency of ESE scholars in ELA and Math FSA as well as Science SSA will increase to 48% and the overall learning gains and learning gains of the ESE scholars in the L25 will also move to at least 50%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitoring of Implementation Practices

Person Monitoring:

Carole Della Penna

By When/Frequency:

Ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met. Coaching sessions with site coaches, MTSS and district personnel. Alignment with current practices.

Action Step #2

Professional Development

Person Monitoring:

Tracy Gardner

By When/Frequency:

ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching. Engage the teacher to work with the coaches and district personnel to implement these strategies into their small group instruction.

Action Step #3

Specially Designed instruction

Person Monitoring:

Carole Della Penna

By When/Frequency:

ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide Professional Development on Specially Designed Instruction. Onboarding our new VE resource teacher to engage in these learning opportunities. Ensuring that they are skilled in creating meaningful lessons that support each individual scholar and their IEP goals

Action Step #4

Differentiated Instruction

Person Monitoring:

Carole Della Penna

By When/Frequency:

ongoing- by end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services to all scholars.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to our ESSA data, our current level of performance is 35% proficient (levels 3, 4, and 5), in ELA, and 22% proficient in Math on the Florida Standards Assessment. We expect our performance level to be 50% for ELA and 50% in Math by the end of the 2024/2025 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 50% or beyond.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of black scholars reaching proficiency will increase from 35% to 50% on the ELA and from 22% to 50% in Math as evidenced by ESSA data. The percent of L25 black scholars earning a learning gain will increase from 62% to 72% in ELA and from 34% to 50% in Math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Tracy Gardner

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitoring of achievement goals

Person Monitoring:

Tracy Gardner

By When/Frequency:

Ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2

Walkthroughs

Person Monitoring:

Tracy Gardner

By When/Frequency:

ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct walkthroughs to monitor that teachers are utilizing highly engaging strategies for a diverse group of learners including the use of high interest materials. Provide feedback and coaching cycles for teachers.

Action Step #3

Celebrations of growth and progress

Person Monitoring:

Tracy Gardner

By When/Frequency:

ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Action Step #4

Professional Development- Relationships

Person Monitoring:

Tracy Gardner

By When/Frequency:

ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to school trend data, over the past few years, Ridgecrest has not been able to consistently retain instructional staff members more than 2 years or maintain a 70% retention rate. In 2021-2022, the retention rate of teachers remaining at the site was 55%. In 2022-2023, there was a decrease to 48% retention rate for staff. In the 2023-2024 school year, there is an approximate 50% retention rate. Factors that contributed to low staff retention were changes in leadership, retirements, transfers, unit cuts, non-reappointments, and resignations. Our goal is to retain at least 70% of staff members by the end of the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Mentoring, monitoring and check ins with administration.

Person responsible for monitoring outcome

Tracy Gardner

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

LLT Collaboration

Person Monitoring:

Tracy Gardner

By When/Frequency:

Ongoing- beginning in July and ending May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #2

Cultivating Trust

Person Monitoring:

Tracy Garnder

By When/Frequency:

ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Mentoring

Person Monitoring:

Hieu Nguyen

By When/Frequency:

ongoing- end of May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Selection of Teacher Mentors and leaders established on each time. Providing a timeline and areas of focus per monthly meeting to support new teachers. Review of mentee/mentor status discussed at monthly LLT meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

<https://www.pcsb.org/ridgecrest-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

<https://www.pcsb.org/ridgecrest-es>

Plans to Strengthen the Academic Program

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. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

N/A

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00