

Pinellas County Schools

RIDGECREST ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

gardnert@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

- monitor core instruction to include whole group and small group
- provide feedback related to implementation of standards based curriculum
- oversee school wide professional development related to writing across the content areas
- monitor student achievement to ensure all students make adequate growth
- conduct walk throughs, observations and evaluations
- celebrate growth and progress toward goal attainment

Leadership Team Member #2

Employee's Name

Stacey Peters

petersst@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- monitor core instruction to include whole group and small group
- provide feedback related to implementation of standards based curriculum
- oversee school wide professional development related to PBIS
- monitor achievement of our black/African American students and students with disabilities
- conduct walk throughs, observations and evaluations
- celebrate growth and progress toward goal attainment
- oversee collaborative planning
- create a plan and a timeline for science implementation
- oversee mentoring program

Leadership Team Member #3

Employee's Name

Shannon Stephens

stephenssha@pcsb.org

Position Title

Reading Coach

Job Duties and Responsibilities

- facilitate collaborative planning in grades 3-5 related to standards based ELA instruction and implementation of curriculum
- support utilization of state and district provided ELA resources
- monitor ELA data
- initiate coaching cycles
- support ELA interventions
- facilitate ELA professional development

Leadership Team Member #4

Employee's Name

Lillian "Carole" Della Pena

dellapenal@pcsb.org

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

Christine Mont

montc@pcsb.org

Position Title

PELI 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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

In May 2025, our School Advisory Council (SAC) met to review our current data and discuss goals

and initiatives for the 2025-2026 school year. Additionally, we held a summer leadership retreat with our instructional leadership team. The instructional leadership team analyzed current data and reflected on our previous year's (2024-2025) SIP goals. We identified successes and challenges experienced throughout the school year that led to meeting, not meeting, and/or exceeding our SIP goals. It was determined that writing, implemented across content areas, would be the focus for the upcoming school year. With the leadership team input, our school improvement plan was updated. We reflected extensively and brainstormed corrections and new strategies to meet our goals for the school year, 2025-2026.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

A strong and effective School Improvement Plan (SIP) hinges on a cyclical process of **monitoring, analysis, stakeholder feedback, and revision.**

1. Regular Monitoring

A. Data Collection

- **Formative Assessment** – Weekly or unit-level checks (quizzes, exit tickets, curriculum-embedded tasks) aligned with state standards
- **Interim/Benchmark Tests**
- **Subgroup Data Disaggregation**

B. Progress Meetings

- **Monthly Data Teams** – Grade level teams and SIP teams will meet monthly to review outcomes, identify where students across subgroups underperform, and pinpoint instructional barriers.
- **Leadership Walkthroughs / Observations** – Frequent classroom visits focused instructional priorities. Feedback is shared and tracked.
- **Tiered Intervention Tracking** – Monitoring student participation and success in interventions
- **Attendance**-Regular review (2x a month) of attendance through our Child Study Team

2. Stakeholder Feedback

A. Ongoing Listening Loops

- **Family Input** – Bi monthly opportunities offered for families to meet with administration, annual PCSB Stakeholders Survey

B. Formal Feedback Points

- **Data Reviews**– Teachers facilitate student led conferences between students and families
- **Parent–Teacher Conferences** – Goes beyond grades to discussions of skill-levels, progress toward standards, and action steps for continued growth

3. Routine Analysis

A. Problem Solving Cycle

1. **Identify Concern** – A subgroup misses benchmarks or plateau in growth
2. **Dig Into Root Causes** – Teams employ tools like cause-effect charts or data digs (e.g., performance on specific standards or item types)
3. **Adjust Strategies** – Example: Shift from whole-class reteaching to targeted small-group
4. **Implement & Monitor** – Use mini-assessments to check whether the shift improves outcomes; continue if effective, adjust if needed.

B. Mid-Cycle & Whole-Cycle Adjustments

- **Mid-Year Revision** – If benchmarks show ongoing shortfall, infusion of additional resources or shift in intervention intensity.
- **End-of-Year SIP Review** – Reflect on progress: Did all students—including lowest-performing quartile—make accelerated gains? Use input from teachers, students, families.
- **Plan Refresh** – Strategies removed that did not yield results; scale effective ones; set updated targets and measures for the following year

C. Ensuring Equity & Targeted Gains

- **Clear, Measurable Goals**
- **Intervention Fidelity** – Regular checks that interventions are delivered as designed
- **Targeted Resource Allocation** – Redirect funding or staff time to efforts that show positive impact for historically underserved populations

All staff members will be a member of a SIP committee. SIP committees meet monthly to review goals, action steps, and monitor progress toward goal attainment. Updates shared with staff through weekly newsletters, email, faculty meetings and PLCs.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: B 2023-24: B 2022-23: A 2021-22: B 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	24	52	55	60	87	74				352
Absent 10% or more school days	0	20	9	12	17	19				77
One or more suspensions	0	0	2	2	1	2				7
Course failure in English Language Arts (ELA)	0	0	0	2	4	1				7
Course failure in Math	0	0	0	2	4	1				7
Level 1 on statewide ELA assessment	0	0	0	15	12	0				27
Level 1 on statewide Math assessment	0	10	10	18	13	18				69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	8	2						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			6	6	7					19

Current Year 2025-26

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	6	4	11	14	18				53

Current Year 2025-26

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	0	0	0	4	0	0				4
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2024-25) 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		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-6.053, 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

Prior Year (2024-25) 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				2	11	20				33

Prior Year (2024-25) 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				4						4
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	59	61	61	57	62	54	53
Grade 3 ELA Achievement	63	67	59	58	63	58	60	54	53
ELA Learning Gains	61	62	60	65	64	60			
ELA Lowest 25th Percentile	68	59	56	47	62	57			
Math Achievement*	65	69	64	59	66	62	66	61	59
Math Learning Gains	58	67	63	55	68	62			
Math Lowest 25th Percentile	31	56	51	34	58	52			
Science Achievement	60	70	58	60	69	57	69	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61	50	64	59	

*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.

**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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	470
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	55%	63%	58%	57%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	42%	No		
English Language Learners	58%	No		
Asian Students	87%	No		
Black/African American Students	44%	No		
Hispanic Students	52%	No		
Multiracial Students	60%	No		
White Students	76%	No		
Economically Disadvantaged Students	51%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	63%	61%	68%	65%	58%	31%	60%					
Students With Disabilities	42%	10%	63%		41%	36%		58%					
English Language Learners	58%				58%								
Asian Students	95%		78%		95%	78%		91%					
Black/African American Students	44%	48%	59%	61%	36%	40%	40%	21%					
Hispanic Students	58%	70%	52%		48%	33%							
Multiracial Students	58%	45%	60%		69%	80%		50%					
White Students	78%	77%	62%		85%	71%		83%					
Economically Disadvantaged Students	53%	53%	62%	66%	50%	50%	34%	36%					

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%					
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.
All Students	62%	60%			66%			69%		
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	57%	6%
ELA	4	65%	62%	3%	56%	9%
ELA	5	63%	61%	2%	56%	7%
Math	3	76%	68%	8%	63%	13%
Math	4	65%	68%	-3%	62%	3%
Math	5	53%	65%	-12%	57%	-4%
Science	5	59%	67%	-8%	55%	4%

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 increased in all content areas as compared to the 2024-2025 school year. When looking at our current data, math had the highest increase in proficiency rates compared to the previous year. The highest learning gains occurred within ELA.

New actions taken included:

- bi-weekly collaborative planning sessions facilitated by Literacy coach with administrative support
- 1-2x a month district ISD support in math
- individual teacher and grade level data meetings
- intentional intervention schedule updated every 6-8 weeks

Lowest Performance

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

Science was our lowest area of performance with the least amount proficiency and gain from last year.

The trend we continue to see is that our traditional teachers are typically new to the grade level and/or new to our state.

Lack of experience with instruction and classroom management made it difficult for our teachers to move struggling students toward science proficiency, even with receiving district ISD support 1x a month.

Greatest Decline

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

SWDs subgroup saw a decline in math from the previous year (42% math proficiency previous year to 38% math proficiency current year). We attribute our decline due to lack of the VE resource teacher's knowledge of benchmarks, scaffolding techniques, and the ability to differentiate for individual and small groups. The teacher was a new teacher from out of state. Professional development was provided at the school and district level.

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.

5th grade math proficiency (53% proficiency) had the greatest gap when compared to the state average (57% proficiency). Two 5th grade teachers were new to the grade level this past year. The lack of experience contributed to the gap. The teachers strived to understand the depth of the 5th grade math benchmarks. Collaborative planning, PLCS, and extensive coaching took place with a focus on using the B1G M to plan and implement instruction.

EWS Areas of Concern

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

1. Attendance rates
2. The number of students with 2 or more early warning signs

Highest Priorities

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

1. Build instructional coherence for a lasting impact by implementing writing to learn across content areas
2. Establish consistent organizational structures that support increased academic achievement
3. Implement an effective school wide Tier 1 PBIS program

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

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.

The area of focus for ELA is to create instructional coherence through implementing writing to learn for grades VPK-Grade 5. We believe that explicit writing instruction daily, integrated among all content areas, will improve comprehension, enhance oral expression, and promote critical thinking skills; therefore, positively impacting student achievement in ELA.

Measurable Outcome

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 our overall grades 3-5 proficiency from 65% to 75% as measured by the 2025-2026 FAST.

We will increase our grade 3 proficiency from 65% to 75% as measured by the 2025-2026 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators will monitor core instruction through walk throughs and observations with a specific focus on writing to learn. We will use fidelity checklists and rubrics aligned with modules and current grade level curriculum.

Person responsible for monitoring outcome

Tracy Gardner

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Writing for Impact Cognitive Engagement with Content Teacher Clarity

Rationale:

As teachers become more skilled with implementing daily, explicit writing instruction, they will see remarkable changes in students' abilities to comprehend, along with an increase in oral expression.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Grades 3-5 and Specialist PLC using The Writing Revolution 2.0

Person Monitoring:

Shannon Stephens and Tracy Gardner

By When/Frequency:

8/2025-5/2026

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

Professional learning will occur monthly where writing strategies will be discussed and implemented. We will monitor the impact of this action step through targeted walk throughs, student writing samples, module assessments, istation, and progress monitoring cycles.

Action Step #2

Collaborative ELA Planning

Person Monitoring:

Shannon Stephens

By When/Frequency:

8/2025-5/2026

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

K-2 PLC using Shifting the Balance

Person Monitoring:

Christine Mont and Tracy Gardner

By When/Frequency:

8/2025--5/2026

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

Professional learning will occur monthly where the science of reading is discussed and implemented in all primary classrooms. We will monitor the impact of this action step through targeted walk throughs, ELFAC data, istation, STAR Early Literacy and STAR Reading data.

Action Step #4

Collaborative ELA Planning K-2

Person Monitoring:**By When/Frequency:**

Christine Mont and Tracy Gardner

8/2025-5/2026

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

Use state and district resources to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes. Planning will focus on writing for impact.

Action Step #5

Writing to Learn Outcomes

Person Monitoring:

Tracy Gardner

By When/Frequency:

November, January, March 2026

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

In coordination with monthly PLCs, grade level teams will analyze writing samples 3x a year, across grade levels. Teams will identify growth and trends of student application, while seeing progression over time.

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**

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.

The area of focus for Math is to create instructional coherence through writing to learn for grades VPK-Grade 5. We believe that integrating writing daily, among all content areas, will improve comprehension, enhance oral expression, and promote critical thinking skills; therefore, positively impacting student achievement in Math.

Measurable Outcome

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 our overall grades 3-5 proficiency from 64% to 75% as measured by the 2025-2026 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators will monitor core instruction through walk throughs and observations with a specific focus on writing to learn. We will use fidelity checklists and rubrics aligned with modules and current grade level curriculum.

Person responsible for monitoring outcome

Stacey Peters

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Writing for Impact Cognitive Engagement with Content Teacher Clarity

Rationale:

As teachers become more skilled with providing authentic opportunities for students to write and reflect daily in math, they will see remarkable changes in students' abilities to critically think and problem solve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Grades 3-5 and Specialists PLC

Person Monitoring:

Shannon Stephens and Tracy Gardner

By When/Frequency:

8/2025---5/2026

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

Professional learning monthly will occur where writing strategies will be implemented across content areas. We will monitor the impact of this action step through targeted walk throughs, math journals, benchmark assessments and progress monitoring cycles.

Action Step #2

Grade Level Collaborative Planning

Person Monitoring:

Tracy Gardner

By When/Frequency:

8/2025-5/2026

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 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. Continue to plan for students to deepen their understanding of the Florida's B.E.S.T. Standards by representing problems in multiple ways.

Action Step #3

Academic Discourse and Collaborative Conversation

Person Monitoring:

Tracy Gardner

By When/Frequency:

10/2025--5/2026

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

Academic Discourse and Collaborative conversations allow for more clear and precise articulation of ideas, critical thinking, and promotes a deeper understanding of complex concepts. Staff will engage in professional learning related to increasing Academic Discourse and Collaborative Conversations within their instruction, aligned to MTR 4 (Engage in Discussions). The impact of this action step will be monitored through targeted walk throughs.

Action Step #4

Math and Science Teacher Institute

Person Monitoring:

Tracy Gardner

By When/Frequency:

9/25--5/26

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

Grade level teacher representatives and an administrator will develop a cohesive and strategic school-based team to enhance school culture and student learning outcomes in mathematics and science. We will develop teacher leadership skills as well as math/science/STEM pedagogical content knowledge with a focus on vertical articulation. Professional training will incorporate science, technology, engineering, mathematics, and leadership skills

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

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.

The area of focus for science is to create instructional coherence through writing to learn for grades VPK-Grade 5. We believe that integrating writing daily, among all content areas, will improve comprehension, enhance oral expression, and promote critical thinking skills; therefore, positively impacting student achievement in science.

Measurable Outcome

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 our 5th grade science proficiency from 63% to 75% as measured by the 2025-2026 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators will monitor core instruction through walk throughs and observations with a specific focus on writing to learn.

Person responsible for monitoring outcome

Tracy Gardner

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Writing for Impact Cognitive Engagement with Content Teacher Clarity

Rationale:

As teachers become more skilled with providing authentic opportunities for students to write and reflect daily during science lessons, they will see remarkable changes in students' abilities to critically think, problem solve and comprehend.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Tracy Gardner

By When/Frequency:

8/2025---5/2026

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

Synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes.

Action Step #2

Grades 3-5 PLC

Person Monitoring:

Shannon Stephens

By When/Frequency:

8/2025---5/2026

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

Professional learning will occur monthly where writing strategies will be implemented across content areas. Students will engage in authentic writing to demonstrate their level of understanding of the content. Teacher monitoring will occur on a weekly basis. We will monitor the impact of this action step through targeted walk throughs, science journals, and assessments.

Action Step #3

Environmental Literacy

Person Monitoring:

Tracy Gardner

By When/Frequency:

8/2025---5/2026

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 environmental studies. Environmental studies enhance children's learning by fostering critical thinking, problem-solving skills, and a deeper understanding of the world around them. It connects scientific concepts to real-world applications, promotes environmental literacy, and can even improve academic performance in various subjects.

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**

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.

Ensure small group instruction and 1:1 specially designed instruction is implemented in alignment with evidence-based practices. Ensure students are being provided opportunities to write and reflect daily. Our current level of performance is 48% proficiency in ELA and 38% proficiency in math for grades 3-5 within our SWDs subgroup.

Measurable Outcome

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 the ELA proficiency of our SWDs subgroup from 48% to 60% as measured by the 2025-2026 FAST.

We will increase the math proficiency of our SWDs subgroup from 38% to 60% as measured by the 2025-2026 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Stacey Peters

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Writing for Impact Cognitive Engagement with Content Teacher Clarity

Rationale:

As the VE resource teacher becomes more skilled with providing authentic opportunities for students to write and reflect daily, remarkable improvement will occur in students' abilities to critically think, problem solve, comprehend, and express ideas orally.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor Implementation of Practices

Person Monitoring:

Carole Della Penna

By When/Frequency:

8/2025--5/2026

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

Monitor the use of appropriate practices (push in model, small group, 1:1) and scaffolding to ensure students' needs are met through targeted walk throughs and student data.

Action Step #2

Collaborative Planning

Person Monitoring:

Stacey Peters

By When/Frequency:

8/2025--5/2026

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

VE Resource teacher will collaboratively plan with a grade level to support knowledge of grade level

benchmarks, strategies to support tiered instruction, and formative assessments utilized to guide instruction.

Action Step #3

PLC Writing for Impact

Person Monitoring:

Shannon Stephens

By When/Frequency:

8/2025--5/2026

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

Professional learning will occur monthly where writing strategies will be discussed and implemented. Monitoring for impact will occur through analyzing student data, writing samples, and targeted walk throughs.

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

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.

The area of focus for our Black/African American subgroup is to create instructional coherence through implementation of writing to learn for grades VPK-Grade 5. We believe that explicit writing instruction daily, integrated among all content areas, will improve comprehension, enhance oral expression, and promote critical thinking skills; therefore, positively impacting student achievement.

Measurable Outcome

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 the ELA proficiency of our Black/African American subgroup from 50% to 60% as measured by the 2025-2026 FAST.

We will increase the math proficiency of our SWDs subgroup from 34% to 60% as measured by the 2025-2026 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Shannon Stephens

By When/Frequency:

8/2025---5/2026

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

Planning with intentionality to ensure cognitive engagement, opportunities for written responses and reflection, and instruction delivered to the rigor of the benchmark.

Action Step #2

Bridging the Gap PLC

Person Monitoring:

Tracy Gardner

By When/Frequency:

8/2025--5/2026

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

Engage in monthly professional learning related to addressing diverse learning styles. This includes incorporating movement, visual aids, and real-world connections into the learning process.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

The area of focus is to implement an effective, Tier 1 PBIS system, that serves to reduce the number of calls needed for additional adult support, while also reducing the number of student discipline referrals. Last year 56 referrals were written among 28 students.

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 decrease the amount of calls for additional adult support and student discipline referrals by 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.

Data analysis of PBIS points, referrals, and office calls by subgroups, grade levels, gender, etc;

Person responsible for monitoring outcome

Stacey Peters

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Student ownership of learning will be facilitated through Levels of Engagement activities and reflections, allowing students to account for their contributions to the learning environment. Student focus groups will take place through class meetings to determine school wide and classroom incentives/rewards that are meaningful and relevant.

Rationale:

Student ownership and buy in is critical to the success of any PBIS system.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data posted and analyzed in the PLC room on a monthly basis through PLCs lead by MTSS and Behavior Specialist.

Rationale:

Ongoing progress monitoring of points given/spent, review of call log, and minor/major referrals will allow for better problem solving.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #3:

Fidelity walk through reviews and data analysis at Tier 1, 2, or 3 biweekly by SBLT, monthly PLC with behavior focus, and timely collection of FBA data.

Rationale:

Scheduling and completing problem solving process routinely.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data analysis and fidelity walk throughs

Person Monitoring:

Stacey Peters/Carole Della Pena/Ursula Parker

By When/Frequency:

Bi-weekly

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

Bi weekly SBLT to address school wide trends. Monthly PLCs with grade levels to review trends and problem solve, monthly PBIS training for Traditional program teachers.

Action Step #2

Quarterly Assemblies/Celebrations

Person Monitoring:

Stacey Peters

By When/Frequency:

Quarterly

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

Students will be recognized at celebration assemblies by program (CGS and Traditional) to recognize C2C, content awards, honor roll, principals list, etc.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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. We work 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, and Parent Communication folders. Furthermore, Ridgecrest Elementary will inform parents regarding parent resources provided to them during our Annual Title I Meeting, through the school newsletter, Focus, Family Station and our website. Student led conferences 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. Student led conferences not only provide opportunities to review student growth but also allows families to celebrate achievements and accomplishments. Ridgecrest Elementary will maximize parental involvement and participation in their children's education by arranging school meetings and events 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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, Focus, 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 embedded Social-Emotional Learning skills, formative and standardized assessment plans and how parents can assist at home. The information will also be provided 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 weekly School Newsletters, SAC Meetings, reminders in agendas, Focus, 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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. 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 implementation of an effective Tier 1 PBIS plan.

A positive school culture provides safe, supportive, encouraging, and inviting environments 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 use 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Through weekly SBLT meetings (including student services), our team will identify barriers to student learning and address student needs through a multi tiered system of support. A mentoring program is also in place.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning will take place through monthly PLCs where we will use, The Writing Revolution 2.0 and Shifting the Balance, to improve instruction. We have an onsite mentor program for new teachers. All teams meet weekly for collaborative planning and/or PLCs. Through establishing a culture of collaboration, teachers will feel supported; therefore, improving teacher retention rates.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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