

Pinellas County Schools

Ridgecrest Elementary School



2020-21 Schoolwide Improvement Plan

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Ridgecrest Elementary School

1901 119TH ST, Largo, FL 33778

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

Demographics

Principal: Tracy Gardner

Start Date for this Principal: 7/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Ridgecrest Elementary School

1901 119TH ST, Largo, FL 33778

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">83%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">60%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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 Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The mission of Ridgecrest Elementary is to encourage and empower our students in mind, body, and heart to discover and pursue their lifelong goals as productive citizens of our world.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Graham, Vickie	Principal	The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.
Nguyen, Hieu	Assistant Principal	This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
Bixler, Karen	Teacher, ESE	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
Davis, Kali	Instructional Coach	To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Della Penna, Lillian	Instructional Coach	To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Eustance, Thomas	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
Robinson, Jennie	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
Wellings, Jeanne	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.
Celeste, Ellyn	Teacher, K-12	Instructional position responsible for conducting, planning and organizing a sound physical education program in one or more elementary schools.

Demographic Information

Principal start date

Monday 7/2/2018, Tracy Gardner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

38

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	77	106	107	127	144	0	0	0	0	0	0	0	597
Attendance below 90 percent	1	23	28	28	33	31	0	0	0	0	0	0	0	144
One or more suspensions	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	2	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	1	5	11	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	2	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	81	102	123	145	165	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	19	16	16	14	15	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	6	1	3	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	21	25	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	7	8	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	81	102	123	145	165	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	19	16	16	14	15	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	6	1	3	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	21	25	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	7	8	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	54%	57%	68%	53%	55%
ELA Learning Gains	65%	59%	58%	66%	53%	57%
ELA Lowest 25th Percentile	33%	54%	53%	41%	47%	52%
Math Achievement	78%	61%	63%	69%	62%	61%
Math Learning Gains	72%	61%	62%	67%	61%	61%
Math Lowest 25th Percentile	35%	48%	51%	27%	48%	51%
Science Achievement	67%	53%	53%	66%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	56%	18%	58%	16%
	2018	70%	53%	17%	57%	13%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	74%	56%	18%	58%	16%
	2018	68%	51%	17%	56%	12%
Same Grade Comparison		6%				
Cohort Comparison		4%				
05	2019	66%	54%	12%	56%	10%
	2018	68%	50%	18%	55%	13%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	62%	19%	62%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	75%	62%	13%	62%	13%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	79%	64%	15%	64%	15%
	2018	74%	62%	12%	62%	12%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	73%	60%	13%	60%	13%
	2018	70%	61%	9%	61%	9%
Same Grade Comparison		3%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	68%	54%	14%	53%	15%
	2018	67%	57%	10%	55%	12%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	40	50	34	50	25	10				
ELL	65	54		71	69						
ASN	94	78		98	97		96				
BLK	37	41	28	50	43	28	26				
HSP	71	74	36	73	69	30	67				
MUL	67	67		74	72		50				
WHT	81	68	37	86	79	48	79				
FRL	45	49	32	55	50	32	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	58	69	47	67	62					
ELL	40	70		53	55						
ASN	95	83		96	97		100				
BLK	29	22	14	39	46	36	19				
HSP	60	50	31	67	64	25	42				
MUL	73	81		86	88						
WHT	84	63	47	85	73	36	86				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	41	40	32	50	54	37	34				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	36	36	37	40						
ELL	38			38							
ASN	94	82		96	92		95				
BLK	34	40	36	35	35	30	22				
HSP	63	57	30	61	54	20	55				
MUL	56	60		60	53						
WHT	82	77	57	83	83	21	85				
FRL	39	44	35	42	41	26	25				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance happened in 5th grade. Contributing factors to last year's performance include lack of consistency in the execution of cognitively complex tasks and lack of culturally relevant teaching strategies and curriculum.

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

The data component that showed the greatest decline is the number of students scoring a level 5 in ELA. Factors that contributed to this include using formative assessment data to adapt instruction to meet the needs of high achieving learners. Inconsistent data analysis within collaborative planning meetings contributed to this decline.

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.

The data component that had the greatest gap when compared to the state average is our Black scholars. This gap is due to the inconsistent implementation of the 6 m's strategies and other culturally relevant pedagogy.

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

The data component that showed the most growth was math proficiency in grades 3-5. A team of three teachers were participants in the MTLI cohort. They were charged with attending professional development and bringing that information back to share with colleagues. Administration and the instructional coach met with teachers to analyze formative assessment data to create fluid skill groups and spiral review tasks. Ridgecrest also was a pilot school for Dreambox for the 2018-2019 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A potential area of concern is the number of level 1 scholars in the Black and ESE subgroups.

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

1. Reducing the number of scholars in the L25 subgroup.
2. Increasing the reading proficiency of our Black subgroup.
3. Increasing the number of students earning a years worth of learning gains.
4. Decrease the number of student support calls by increasing teacher capacity through the implementation of PBIS, AVID, CRT and Restorative Practices.
5. Increase the number of opportunities for building parent capacity with standards based activities to build a strong home to school connection.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 72% proficient in ELA as evidenced on the Florida Standards Assessment. Our current level of performance is 65% of scholars earned a learning gain, as evidenced on the Florida Standards Assessment. The percent of L25 students achieving a ELA Learning gain was 33% for the 2018-2019 school year. The problem/gap is occurring because the tasks scholars are provided do not match the level of rigor of the standard and instruction is not differentiated to meet the needs of all scholars. If the scholar's tasks matched the level of rigor of the standards, an increase in learning would occur by 10% points. If the scholars frequently received cognitively complex learning opportunities, an increase of learning gains would occur as evidenced by 2020-2021 FSA.

Measurable Outcome: With a focus on ELA core instruction, we hope to increase our overall proficiency from 72% to 78%. The percent of all students achieving an ELA Learning Gain will increase from 65% to 75%, as measured by the 2020-2021 FSA. The percent of all L25 students achieving an ELA Learning gain will increase from 33% to 50% as measured by the 2020-2021 FSA.

Person responsible for monitoring outcome: Hieu Nguyen (nguyenhi@pcsb.org)

Evidence-based Strategy: 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.

Prioritize engaging students in immense amounts of reading, discussion and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.

Rationale for Evidence-based Strategy: Data from the 2018-2019 FSA assessment indicated a 2% decrease in overall proficiency for scholars in 5th grade. ESSA subgroup data also shows the critical need for improvement in the Black and Students with disabilities subgroups performing at 29% and 41% respectively. These groups will benefit from implementing the above strategies and show marked improvement as evidenced by frequent formal assessments, Module assessments, Istation and MAP data. Our Center for Gifted Studies (CGS) is performing at 77% in ELA as compared to the state average of 82%.

Action Steps to Implement

Teachers will collaboratively plan their units of study at the depth of rigor required by the standards to include talk, task, text, and scholars needs; administration will provide timely feedback and monitor the plans are put into action.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

To maintain pace and ensure a balanced literacy block, teachers will use a time bound flow of the day.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

PLC's will be conducted where teachers analyze student work to determine their next course of action to ensure all students reach the mastery of the intended standard. Teachers will intentionally plan for core instruction, accelerated small groups and enrichment activities. Administrators and the reading coach will be present to provide support and strategies for purposeful planning and implementation.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers will utilize AVID instructional strategies (Two column notes, Socratic seminar, etc..) as well as conduct data chats with students to include monitoring of state, district, and class data while helping students to set individual goals and action plans.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Administrators conduct teacher data chats, monitor teacher practice and provide feedback to support teacher growth.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers will implement (project based learning, book clubs, etc.) to enrich scholars who are performing above expectation to ensure they stay engaged and exceed expectations on FSA, MAP, and iStation. Teachers will supplement ELA Modules with enrichment opportunities such as novel studies and William and Mary curriculum. The School wide Enrichment Model will also support our gifted scholars.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers will utilize formative assessment in the CORE to assess scholars' standards mastery, record the data, and analyze during data chats with the grade level team and administration. Teachers will use this data to create differentiated skills and strategy groups based upon standard deficits.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

The SBLT team will meet with the L25 scholars and have regular data chats to discuss progress, motivate, and celebrate success.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

IRLA will be monitored with fidelity via school PACE and data will be analyzed in PLCs and SBLT meetings.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Eligible teachers will attend the Gifted Summer Institute to help enhance instruction and implementation of the differentiation strategies outlined in the Gifted Curriculum.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of performance is 78% of students were proficient on the FSA, 72% of Ridgecrest scholars earned a learning gain, and 35% of the L25 earned a learning gain. We expect our total proficiency level to be 88% by the end of the 2019/2020 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: Improve overall math proficiency on the FSA from 78% to 88%, increase math gains from 72% to 82%, and increase the gains of the lowest 25% from 35% to 60% as measured by the 2019-2020 FSA.

Person responsible for monitoring outcome: Thomas Eustance (eustancet@pcsb.org)

Evidence-based Strategy: Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.

Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task.

Rationale for Evidence-based Strategy: Classrooms incorporating high yield instructional strategies will engage scholars, build conceptual and procedural understanding, and create equitable learning opportunities that are lacking within the Black (39% proficiency) and ESE (34% proficiency) sub groups versus their white counterparts as evidenced by the 2018-2019 FSA.. Ensuring that collaborative PLCs aligned to the Key Shifts in Math (Focus, Coherence, and Rigor), will build teacher capacity with planning rigorous, student centered learning opportunities that are equitable and aligned to the grade level standard for ALL learners.

Action Steps to Implement

Teachers will collaboratively plan their units of study at the depth of rigor required by the standards to include talk, task, text, and student needs; administration will provided timely feedback and monitor the plans are put into action.

Person Responsible Thomas Eustance (eustancet@pcsb.org)

Teachers will conduct data chats with scholars to include monitoring of state, district, and class data while helping students to set individual goals and action plans.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs.

Person Responsible Thomas Eustance (eustancet@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth by informal and formal walkthroughs and observations.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Teachers will utilize the updated daily number routines PPTs (number talks, high yield number routines, maintenance routines, etc.) at the start of the mathematics block to increase number sense and flexibility

Person Responsible Thomas Eustance (eustancet@pcsb.org)

Teachers utilize Mathematics Unify assessments in Unify. They use the assessments in planning and analyze the data by standard for their class and across the grade level. Teachers will assess their own knowledge of the standards by taking the tests themselves. Based upon their results, the teachers will collaboratively plan for scholars' misconceptions and for enrichment opportunities. Use of Unit Pre-requisite checks for each unit. Teachers will use this data to plan units in advance.

Person Responsible Thomas Eustance (eustancet@pcsb.org)

Grade level teams in 3-5 utilize teacher created standards based Choice Boards to remediate deficiencies or enrich as evidenced by formative assessments. These graphic organizers include specific standards based tasks that give scholar autonomy with their learning. This remediation/ enrichment occurs during the additional math block.

Person Responsible Thomas Eustance (eustancet@pcsb.org)

We will utilize the instructional coach and our Math Cohort Leader to provide professional development to ensure understanding of how teaching should move from conceptual to procedural to real world, and this progression defines rigor. This will take place in collaborative planning sessions and coaching cycles.

Person Responsible Kali Davis (daviskali@pcsb.org)

We will utilize the instructional coach and our Math Cohort Leader to provide professional development to ensure understanding of how teaching should move from conceptual to procedural to real world, and this progression defines rigor. This will take place in collaborative planning sessions and coaching cycles.

Person Responsible Thomas Eustance (eustancet@pcsb.org)

Teachers will utilize supplemental Gifted curriculum from the Ready math program. They can also provide scholars with M Squared and M Cubed and other supplemental gifted materials.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Eligible teachers will attend the Gifted Summer Institute to help enhance instruction and implementation of the differentiation strategies outlined in the Gifted Curriculum.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 67%, as evidenced on the Science NGSSS Assessment. We expect our performance level to be 75% by the end of the 2019/2020 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: The percent of all students achieving a level of proficiency will increase from 67% to 75% , as measured by the Florida Science NGSSS Assessment and monitored by Lab, Diagnostic, Unit assessments, and Cycle Assessment Data.

Person responsible for monitoring outcome: Vickie Graham (grahamv@pcsb.org)

Develop, implement and monitor a data driven 5th grade standards review plan using the third and fourth grade diagnostic assessment.

Evidence-based Strategy: Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is to increase proficiency school wide, as only a 1% increase was demonstrated as evidenced by the Florida State Science Assessment. The black subgroup is under performing in Science with only 19% of its scholar group showing proficiency.

Action Steps to Implement

Utilize the science diagnostic data in September to determine key gaps in scholar learning and misconception. Develop a calendar with 5th grade teachers for review.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Utilize grade level science Unit assessments.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Utilize AVID strategies, including writing across the content and reading nonfiction texts to help build background knowledge in science and provide scholars the opportunity to reflect on learning.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers utilize the 5 E's and instruct using 10-70-20 routine. Administration will conduct Learning Walks with timely feedback and monitoring of both.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Teachers will conduct data chats with scholars to include monitoring of state, district, and class data while helping scholars to set individual goals and action plans.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Teachers will require 3rd-5th graders to complete an individual or small group (no more than 3) science project. Teachers in grades K-2 will complete a class or small group (no more than 3 scholars) science projects.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Teachers will utilize "What's the Evidence" curriculum to prepare for the FSA. This curriculum is a review of 3rd and 4th grade standards with resources from Sciencesaurus and 3rd and 4th grade Fusion textbooks.

Person Responsible Vickie Graham (grahamv@pcsb.org)

As part of our ELP program, scholars will have the opportunity to attend STEM and the Science Olympiad clubs.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

The master schedule was intentionally built so that science will be first thing in the morning to maximize an uninterrupted instructional time in grades 4 and 5, which will increase the proficiency with our traditional scholars/ L25 students.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Pre and Post science lab data will be posted and analyzed in the Data PLC room to be discussed during the monthly collaborative planning sessions.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Data obtained from the diagnostic will be utilized to drive our planning for the family science nights.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Eligible teachers will attend the Gifted Summer Institute to help enhance instruction and implementation of the differentiation strategies outlined in the Gifted Curriculum.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Develop a plan to integrate 4th grade Life Science Standards into 5th grade instruction. Refer to the resources in the Continuity Guide to support teachers with implementation.

Person Responsible Vickie Graham (grahamv@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:

According to our ESSA data, our current level of performance is 37% proficient (levels 3, 4, and 5), in ELA, and 50% proficient in Math on the Florida Standards Assessment for 2018/2019. We expect our performance level to be 50% for ELA and 60% in Math by the end of the 2019/2020 school year. The problem/gap is occurring because of a lack of culturally responsive teaching, 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 culturally responsive teaching 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:

The percent of black scholars earning proficiency will increase from 37% to 50% on the ELA and from 50% to 60% in Math as evidenced by ESSA data. The percent of L25 black scholars earning a learning gain will increase from 28% to 50%.

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based Strategy:

1. Provide targeted professional development and coaching to teachers and leaders on AVID and culturally relevant strategies to 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 African American scholars to conduct data chats on a consistent basis.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

Teachers will disaggregate formative assessments specifically for our black scholars on a bi-weekly basis within their teams and individually.

Person Responsible

Vickie Graham (grahamv@pcsb.org)

Intentional Professional Development during Pre-school to include specific CRT, PBIS, Equity, AVID and Parent/Family engagement strategies.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Use of the 6 M's and AVID strategies will be analyzed when monitoring lesson plans during collaborative planning or PLCs. Monitoring of implementation and provide consistent feedback to teachers.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

Survey black staff members to identify struggles, suggestions, celebrations, suggestions, and experiences.

Person Responsible Vickie Graham (grahamv@pcsb.org)

We will provide Crisis Prevention Intervention training to the staff in order to build teacher capacity with deescalation strategies within the first semester. Therefore, we will decrease the risk ratio for black scholars who have the highest number of support calls.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Support teachers by providing ongoing professional development on building relationships and sharing scholar data with black families focusing on CRT and Equity (Home visit training, collaborative PLC to share ECET summer learning utilizing strategies from Dr. Thomas Glanton).

Person Responsible Vickie Graham (grahamv@pcsb.org)

Conduct walkthroughs to monitor that teachers are utilizing culturally responsive instructional strategies including the use of high interest materials.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Kali Davis (daviskali@pcsb.org)

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

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Invite black scholars to attend the Girls in Pearls, Panther Pride, Building Tomorrow's Leaders programs to provide additional mentoring support.

Person Responsible Kali Davis (daviskali@pcsb.org)

Utilize the Family and Community Liaison to Identify a mentor for each of the L35 scholars.

Person Responsible Kali Davis (daviskali@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our ESE subgroup is currently not meeting the ESSA subgroup expectation of above 41%. There is a significant achievement gap in their performance when compared to that of non-ESE scholars. Their overall proficiency in ELA was 32%, learning gains were 40% and the learning gains of the ESE scholars who were in the lowest 25% were at 50% as measured by the 2018-2019 FSA. Math proficiency was at 34% and the learning gains of the L25 ESE scholars was at 25%. Science proficiency was 10%.

Measurable Outcome: The overall proficiency of ESE scholars in ELA and Math FSA as well as Science SSA will increase to 45% and the overall learning gains and learning gains of the ESE scholars in the L25 will also move to 45%.

Person responsible for monitoring outcome: Lillian Della Penna (dellapennal@pcsb.org)

- Evidence-based Strategy:**
1. Quarterly Data chats with classroom teachers on Core data and ESE teacher to monitor scholar progress.
 2. Administrators will attend collaborative PLCs to determine if ESE accommodations, strategies, and scaffolds are being planned for purposefully.
 3. Walkthroughs will occur during core instruction to ensure that the needs of the ESE learners are being met in relation to the rigor of the standards. Each ESE teacher will receive a bi-weekly walk through with feedback.
 4. Monitor ELP attendance monthly to make sure these scholars are participating often and track their IRLA, iStation and Dreambox data to ensure appropriate usage and growth.

Rationale for Evidence-based Strategy: Data chats with classroom teachers and scholars will instill a growth mindset way of work throughout the campus. Careful monitoring of collaborative planning sessions in conjunction with walkthroughs and administrator feedback will enhance teacher capacity and ensure the instruction in the classroom is rigorous and includes task/target alignment. Tasks will be accommodated for unique learning needs.

Action Steps to Implement

Work with ESE teachers in writing the master schedule to ensure that supports can be provided to scholars both in and out of core.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence-based practices for scholars with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for scholars. Use visual supports and prompts to support scholars through transitions and longer tasks.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Utilize scaffolds such as annotated texts, sentence frames, specific works spaces or technology to ensure that all scholars have access to the grade level materials.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

ESE teachers work with literacy coach and instructional coach on implementation of best practices to support struggling scholars with challenging materials. They will attend all PLC's and planning with the general education teacher to ensure alignment of their supports with rigor of the tasks.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Ensure ESE scholars are targeted for participation in ELP for additional supports.

Person Responsible Kali Davis (daviskali@pcsb.org)

ESE Teachers will collaborate with classroom teachers on the foundational data derived from IRLA and make instructional plans to meet the individual needs.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

ESE teachers will use IRLA Foundational Kits to teach the gaps students have in ELA.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Teachers will work with the instructional coach to analyze scholar math work to determine misconceptions and deficiencies in conceptual and procedural understanding of the content. With that information, teachers will work with teams and coaches to determine how to scaffold scholars to ensure proficiency of the standards.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

As of March 2020, our level of performance in school-wide behavior is 1404 administrative support calls. We were projected to have 1915 calls for support in behavior over the course of the 2019-2020 school year. 62% of those calls are for support with black scholars, while 26% of the population is African American across the whole school. The largest discrepancy is in the traditional program with 48% African American students. The problem/gap in behavior performance is occurring because of a lack of fidelity using Restorative Practices, Social Emotional learning (SEL), CPI strategies, and Culturally Relevant Teaching practices in classrooms. If implementation of Restorative Practices, SEL, CPI, and Culturally Relevant Teaching Practices in each classroom would occur, the number of calls on African American scholars would be reduced to 52%. We will analyze and review our data for effective implementation of our strategies by meeting biweekly to analyze data, identify progress, and areas in need of improvement.

Measurable Outcome:

To address mindset shift for the adoption of equitable practices, the staff will participate in whole school equity centered PD. Our current data illustrates that our school recorded 1404 administrative support calls as of March 2020. The issue may be impacted by the lack of Culturally Relevant Practices through targeted sustained professional development. We will monitor our progress in two ways, first by recording the number of teachers completing professional development and the second, the decrease of administrative calls for support with our African American scholars.

Person responsible for monitoring outcome:

Hieu Nguyen (nguyenhi@pcsb.org)

Evidence-based Strategy:

- 1 Utilize Restorative Practices strategies for supporting black scholars.
2. Implement and monitor our Tier 1 school wide Positive Behavior Intervention Plan with fidelity.
3. Continue to increase the number of staff members becoming Equity Champions and continue the education of those that are already Equity Champions.
4. Continue school-wide implementation of RP/SEL strategies.
5. Review student and teacher data on weekly basis for trends and need for support or problem solving.
6. Implement AVID Structures and Growth Mindset strategies school wide.
7. Develop additional school wide and individual celebrations for scholar success.
8. Invite members of the community into the school and/or virtually to share experiences or mentorship to a scholar(s).
9. Implement the Character Trait of the month with a Literacy connection and lesson plans for Primary and intermediate classes.
10. Monitor the fidelity of the Sanford Harmony lessons and morning meetings.

Rationale for Evidence-based Strategy:

These strategies will strengthen the ability of all staff to establish and maintain positive relationships with all scholars. The strategies will also strengthen the implementation of research-based practices that communicate high expectations for each scholar.

Action Steps to Implement

Implement character education school wide, which will begin in August and continue monthly throughout the year. Each classroom will receive a piece of Literature with a standards based lesson plan to teach the character word of the month.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

AVID - we will implement structures and strategies while creating a scholar centered, growth mindset learning community. Each month we will hold AVID "Jams" to celebrate student success.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

PAWS - classes/scholars will earn PAWS aligned to the school wide Guidelines for Success. They will be rewarded based upon a menu of options available.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Morning Meetings will be conducted daily to build classroom communities.

Person Responsible Kali Davis (daviskali@pcsb.org)

Positive Behavior Referral - two scholars are chosen from each class on a bi-weekly basis to celebrate with the Principal and Assistant Principal in the PAWsitive room, where their picture will be taken and a positive token given.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Tier 1 processes and procedures will be monitored every 9 weeks utilizing the PBIS walk through document.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

During the ISM and district walkthroughs, discuss Equity and CRT strategies being observed. Engage in conversations to continue to strengthen our staff while seeking out support from District Staff Developers if needed.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

We will continue to build capacity within our staff who are not AVID CRT trained to attend the district led trainings during the course of the school year.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Absenteeism negatively impacts academic achievement in ELA, Math, Science and general knowledge in the early school years. Sustained efforts and focus on regular attendance will lead to improved outcomes for all scholars.

Measurable Outcome: If all staff monitor effective Early Warning Signs systems, then Ridgecrest Elementary School will increase attendance rate from 93% to 95% as indicated by the 2019-2020 School Profiles Data Dashboard. 27% of scholars missing 10% or more of school will decrease to 10% by May 2021.

Person responsible for monitoring outcome: Lillian Della Penna (dellapennal@pcsb.org)

Evidence-based Strategy: Child study teams will monitor the average daily attendance rates and the students who are missing more than 10% and 20% of the school days for improvement every other week. The team will also view pending(s) in the system weekly and follow up with staff if there is an issue. The team will further review the PSW submitted each grading period in CST and update as needed. Review data from school wide attendance plan biweekly and determine if it is having a positive impact. Make adjustments as needed.

Rationale for Evidence-based Strategy: This strategy will ensure all stakeholders are aware of students at risk of missing learning opportunities, therefore affecting their ability to get a year's worth of learning gains. We will monitor the EWS using district platforms such as Performance Matters, FOCUS, and SWIMs.

Action Steps to Implement

Review attendance taking process and school-wide strategies for positive attendance with all staff.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Clearly define the resources available and processes used for attendance of students across all tier levels.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Review and Implement attendance incentive program and competitions.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

School Messenger will be utilized to inform parents and families of the importance of attendance and its correlation to student achievement. Individual phone calls will be made to the scholars who have been identified as needing attendance support.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

Bring awareness on the importance of attendance and its impact on student learning and achievement at the various parent groups-PTA, SAC, kindergarten families, community members and all stakeholders.

Person Responsible Lillian Della Penna (dellapennal@pcsb.org)

#8. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based upon the Self Assessment: Family School Partnerships, We are currently mostly “In Progress” - We are committed to elevating family-school partnerships. There is a strong need to provide multiple opportunities that build the capacity of staff and families to create strong, trusting relationships. Also, a need for Family Engagement Action Teams, that would include both family and educator voice must ensure family engagement strategies are integrated into the School Improvement Plan.

Measurable Outcome: 100% of the instructional staff will participate in focused activities to increase positive relationships with scholar families and participation at school events as evidenced by sign in sheets at school activities, survey data and volunteer hours logged.

Person responsible for monitoring outcome: Kali Davis (daviskali@pcsb.org)

Evidence-based Strategy:

1. Conduct survey(s) and school self assessment regarding current practices.
2. Effectively communicate with families regarding opportunities to volunteer at the school.
3. Provide academic tools to families in support of their scholars’ achievement at home.
4. Purposefully involve families with opportunities for them to advocate for their scholars.
5. Intentionally build positive relationships with families and community partners, by creating a Family Involvement Committee, that will support and help family initiatives, give input, give voice to families.

Rationale for Evidence-based Strategy: The rationale for the strategies above is to increase school wide participation of families in their scholars' education, build stronger connections with parents, therefore having a positive impact on scholar achievement.

Action Steps to Implement

Conduct survey(s) and school self assessment regarding current practices.

Person Responsible Kali Davis (daviskali@pcsb.org)

Provide opportunities for parents to participate in their scholars education via Meet Your Teacher / Open House, parent conferences, Literacy Night, Family Math Night, Science Night, Science Fair Training Night, Student Led Conference Night and Concert performances.

Person Responsible Kali Davis (daviskali@pcsb.org)

Communicate with families via School Messenger, marquee, daily agenda and phone call, Dojo

Person Responsible Vickie Graham (grahamv@pcsb.org)

Provide frequent updates on academic progress via FOCUS, Mid Reports/Report Cards

Person Responsible Kali Davis (daviskali@pcsb.org)

Utilize the Home Visit Project – teachers and staff will be trained on the Home Visit project and visiting homes of scholars to discuss the dreams parents have for their children.

Person Responsible Kali Davis (daviskali@pcsb.org)

Continue to partner with Ridgecrest 360 – a community coalition of over 20 nonprofits meet monthly to meet the needs of the scholars of Ridgecrest and their families.

Person Responsible Kali Davis (daviskali@pcsb.org)

Family Compacts will be created and utilized for our L25 scholars to increase the home/school connection.

Person Responsible Kali Davis (daviskali@pcsb.org)

Team members will complete the Family Friendly Schools training provided by the PCS Family and Parent Engagement Team.

Person Responsible Vickie Graham (grahamv@pcsb.org)

#9. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:

1. Our current level of performance is the Bronze level, as evidenced in the Alliance for a Healthier Generation assessment.
2. We expect our performance level to be Silver by 2021 AHG assessment.
3. The problem/gap is occurring because of curriculum requirements and recommended activity time frames.
4. If more creative scheduling for play would occur, the problem would be reduced by students meeting all academic requirements as well as meeting recommended daily activity minutes.

Measurable Outcome: To increase the health and wellness of students and staff, and earn Silver Recognition from the Alliance for a Healthier Generation Healthier School Program.

Person responsible for monitoring outcome: Hieu Nguyen (nguyenhi@pcsb.org)

Evidence-based Strategy: Attend district-supported PD Healthy School Team August and ongoing Complete the SMART Snacks in School Documentation.

Rationale for Evidence-based Strategy: By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members, we will engage in wellness efforts through the Alliance for a healthier Generation's Healthy Schools Program working toward Silver Level Recognition becoming eligible in 6 out of 6 Assessment Modules. Students and staff will also have higher attendance rates.

Action Steps to Implement

Staff members will complete: Healthy Schools Program Training Component

Person Responsible Ellyn Celeste (celestee@pcsb.org)

Appoint a wellness champion for the school who will attend district training and create wellness activities at the school level for both scholars and staff members.

Person Responsible Ellyn Celeste (celestee@pcsb.org)

All staff members will attend Kognito district training.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

#10. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The level of performance as of March 2020, in school-wide behavior was 1404 administrative support calls. . 76% of those calls are for support with black scholars. The problem/gap in behavior performance is occurring because of a lack of fidelity using Restorative Practices, Social Emotional learning (SEL), CPI strategies, and Culturally Relevant Teaching practices in classrooms. If implementation of Restorative Practices, SEL, CPI, and Culturally Relevant Teaching Practices in each classroom would occur, the problem would be reduced by 50%, as evidenced by the number of administrative support calls. We will analyze and review our data for effective implementation of our strategies by meeting biweekly to analyze data, identify progress, and areas in need of improvement.

Measurable Outcome: The number of black scholars needing behavior supports will decrease by 50% as evidenced by our school wide monitoring system.

Person responsible for monitoring outcome: Vickie Graham (grahamv@pcsb.org)

- Evidence-based Strategy:**
- 1 Utilize Restorative Practices strategies for supporting black scholars.
 2. Implement and monitor our Tier 1 school wide Positive Behavior Intervention Plan with fidelity.
 3. Continue to increase the number of staff members becoming Equity Champions.
 4. Continue school-wide implementation of RP/SEL strategies.
 5. Review student and teacher data on weekly basis for trends and need for support or problem solving.
 6. Implement AVID Structures and Growth Mindset strategies schoolwide.
 7. Develop additional schoolwide and individual celebrations for scholar success.
 8. Invite members of the community into the school who can share experiences or mentorship to a scholar(s).
 9. Implement the Character Trait of the month with a Literacy connection and lesson plans for Primary and intermediate classes.

Rationale for Evidence-based Strategy: These strategies will strengthen the ability of all staff to establish and maintain positive relationships with all scholars. The strategies will also strengthen the implementation of research-based practices that communicate high expectations for each scholar.

Action Steps to Implement

Implement character education school wide, which will begin in August and continue monthly throughout the year. Each classroom will receive a piece of Literature with a standards based lesson plan to teach the character word of the month.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Implementation of AVID structures and strategies will occur while creating a scholar centered, growth mindset learning community. Each month we will hold AVID "Jams" to celebrate student success as students earn AVID incentives.

Person Responsible Vickie Graham (grahamv@pcsb.org)

PAWS - classes/scholars will earn PAWS aligned to the school wide Guidelines for Success. They will be rewarded based upon a menu of options available.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Daily morning Meetings will be conducted daily to build classroom communities face to face or virtually.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Positive Behavior Referral - two scholars are chosen from each class on a bi-weekly basis to celebrate with the Principal and Assistant Principal in the PAWsitive room, where their picture will be taken and a positive token given.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Tier 1 processes and procedures will be monitored every 9 weeks utilizing the PBIS walk through document and checklists.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Implementation of SEL lessons using the Sanford Harmony kits provided to each classroom teacher to address specific topics and strategies

Person Responsible Vickie Graham (grahamv@pcsb.org)

#11. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale:

According to our ESSA data, our current level of performance is 37% proficient (levels 3, 4, and 5), in ELA, and 50% proficient in Math on the Florida Standards Assessment for 2018/2019. We expect our performance level to be 50% for ELA and 60% in Math by the end of the 2019/2020 school year. The problem/gap is occurring because of a lack of culturally responsive teaching, 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 culturally responsive teaching 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:

The percent of black scholars earning proficiency will increase from 37% to 50% on the ELA and from 50% to 60% in Math as evidenced by ESSA data. The percent of L25 black scholars earning a learning gain will increase from 28% to 50%.

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based Strategy:

Provide targeted professional development and coaching to teachers and leaders on AVID and culturally relevant strategies to increase engagement and improve pass rates for black scholars.
 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. Provide training for restorative practices and ensure strong implementation.
 Provide training for strategies on Social Emotional Learning (SEL) and programs to help scholars develop specific social and emotional competencies.
 Ensure black scholars are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. Implement universal screening for gifted identification to expand the number of black scholars served within the talent development groups or identified as gifted learners. Ensure teachers confer with African American scholars to conduct data chats on a consistent basis.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

On a biweekly basis, teachers will disaggregate formative assessments specifically for our black scholars.

Person Responsible

Vickie Graham (grahamv@pcsb.org)

Professional Development during Pre-school will include CRT, Equity, AVID and Parent/Family engagement

Person Responsible Vickie Graham (grahamv@pcsb.org)

Administrators will analyze lesson plans during collaborative planning sessions, to monitor when AVID strategies and 6 M's are being utilized for tasks.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

Survey black staff members to identify struggles, suggestions, celebrations, suggestions and experiences.

Person Responsible Vickie Graham (grahamv@pcsb.org)

During the first semester, we will provide Crisis Prevention Intervention training to the staff in order to build teacher capacity with deescalation strategies. Therefore, we will decrease the risk ratio for black scholars who have the highest number of support calls.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Support teachers by providing professional development on building relationships and sharing scholar data with black families (Home visit training, collaborative PLC to share ECET summer learning utilizing strategies from Dr. Thomas Glanton, Collaborating for Success- High Impact Classroom family engagement).

Person Responsible Vickie Graham (grahamv@pcsb.org)

Conduct walkthroughs to monitor that teachers are utilizing culturally responsive instructional strategies including the use of high interest materials.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

Invite black scholars to attend the Girls in Pearls, Panther Pride, Building Tomorrow's Leaders programs to provide additional mentoring support.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Utilize the Family and Community Liaison to Identify a mentor for each of the L35 scholars

Person Responsible Vickie Graham (grahamv@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school culture provides a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve. Interventions and strategies for creating a positive school culture at Ridgecrest include these key components:

- Involving all stakeholders in creating processes, clearly defining and teaching expectations
- Consistently acknowledging and rewarding appropriate behavior (PAWS, AVID stickers, AVID Jams, PAWsitive Certificates, Character Trait Rewards)
- Constructively addressing problematic behavior (Restorative Practices, Peer Mediation, Small group or One on One counseling)
- Focus on Social Emotional Learning (Social Skills through Sanford Harmony, Morning meetings, and relationship building)
- Effectively using data to monitor progress (SBLT behavior team biweekly)

The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research based strategies and systems.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds	700.0	\$1,000.00

						<i>Notes: These monies are to be spent on planning and implementing the school improvement plan. Stipends and TDE's for Collaborative Planning and data chats that may occur after contract hours. (Subject to change based on availability and COVID restrictions.)</i>
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds	700.0	\$1,000.00
						<i>Notes: These monies are to be spent on planning and implementing the school improvement plan. Stipends and TDE's for Collaborative Planning and data chats that may occur after contract hours. (Subject to change based on availability and COVID restrictions.)</i>
3	III.A.	Areas of Focus: Instructional Practice: Science				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds	700.0	\$300.00
						<i>Notes: Stipends and TDE's for Collaborative Planning and data chats that may occur after contract hours. (Subject to change based on availability and COVID restrictions.)</i>
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$500.00
						<i>Notes: Culturally Responsive materials to include literacy books, professional development memberships, professional reading for teachers and parent workshops.</i>
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$200.00
						<i>Notes: Stipends and TDE's for Collaborative Planning and data chats that may occur after contract hours. Purchase of supplemental interventions to aid teachers with implementation. (Subject to change based on availability and COVID restrictions.)</i>
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3511 - Ridgecrest Elementary School	School Improvement Funds		\$200.00
						<i>Notes: Culturally Relevant materials and resources for Professional Development.</i>
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	3511 - Ridgecrest Elementary School	School Improvement Funds		\$300.00
						<i>Notes: Purchase of incentives and rewards for scholars to meet attendance goals as evidenced by bi-weekly CST data meetings.</i>

8	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
9	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
11	III.A.	Areas of Focus: Other: Bridging the Gap	\$0.00
Total:			\$3,500.00