

Pinellas County Schools

Ridgecrest Elementary School



2022-23 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: 7/1/2018

| | |
|--|--|
| 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 |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 96% |
| 2021-22 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 | 2021-22: B (61%) 2018-19: B (60%) 2017-18: B (57%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * 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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| Budget to Support Goals | 0 |

Ridgecrest Elementary School

1901 119TH ST, Largo, FL 33778

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | No | 96% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 59% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | B | | B | B |

School Board Approval

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position 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. |
| 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. |
| Robinson, Jennie | Teacher, K-12 | 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 | 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. |

Demographic Information

Principal start date

Sunday 7/1/2018, Tracy Gardner

Number of teachers with a 2022 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.*

7

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

595

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data**Early Warning Systems**

Using prior year's 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 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 65 | 70 | 95 | 122 | 108 | 111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 571 |
| Attendance below 90 percent | 26 | 27 | 25 | 36 | 34 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA | 0 | 14 | 21 | 35 | 20 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 |
| Course failure in Math | 0 | 14 | 21 | 35 | 20 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 26 | 13 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 21 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 1 | 0 | 9 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 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

Thursday 6/16/2022

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 | 58 | 70 | 98 | 117 | 114 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 566 |
| Attendance below 90 percent | 2 | 13 | 9 | 14 | 9 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 58 | 70 | 98 | 117 | 114 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 566 |
| Attendance below 90 percent | 2 | 13 | 9 | 14 | 9 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 Review

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 65% | 55% | 56% | | | | 72% | 54% | 57% |
| ELA Learning Gains | 67% | | | | | | 65% | 59% | 58% |
| ELA Lowest 25th Percentile | 44% | | | | | | 33% | 54% | 53% |
| Math Achievement | 68% | 51% | 50% | | | | 78% | 61% | 63% |
| Math Learning Gains | 69% | | | | | | 72% | 61% | 62% |
| Math Lowest 25th Percentile | 48% | | | | | | 35% | 48% | 51% |
| Science Achievement | 66% | 62% | 59% | | | | 67% | 53% | 53% |

Grade Level Data Review - State Assessments

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 74% | 56% | 18% | 58% | 16% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 74% | 56% | 18% | 58% | 16% |
| Cohort Comparison | | -74% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 66% | 54% | 12% | 56% | 10% |
| Cohort Comparison | | -74% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 81% | 62% | 19% | 62% | 19% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 79% | 64% | 15% | 64% | 15% |
| Cohort Comparison | | -81% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 73% | 60% | 13% | 60% | 13% |
| Cohort Comparison | | -79% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 68% | 54% | 14% | 53% | 15% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 32 | 46 | | 23 | 71 | | | | | | |
| ELL | 32 | 56 | | 52 | 61 | | 50 | | | | |
| ASN | 90 | 83 | | 95 | 83 | | | | | | |
| BLK | 34 | 47 | 37 | 37 | 58 | 45 | 22 | | | | |
| HSP | 43 | 55 | 42 | 59 | 70 | 50 | 38 | | | | |
| MUL | 79 | 72 | | 79 | 72 | | | | | | |
| WHT | 82 | 77 | | 83 | 70 | | 85 | | | | |
| FRL | 45 | 55 | 43 | 49 | 62 | 49 | 46 | | | | |
| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 48 | | | 43 | 40 | | 30 | | | | |
| ELL | 38 | | | 50 | | | | | | | |
| ASN | 100 | 86 | | 95 | 91 | | 100 | | | | |
| BLK | 23 | 45 | 47 | 27 | 34 | 29 | 23 | | | | |
| HSP | 57 | 64 | | 61 | 86 | | 77 | | | | |
| MUL | 72 | | | 72 | | | | | | | |
| WHT | 84 | 70 | | 86 | 81 | 45 | 78 | | | | |
| FRL | 42 | 46 | 30 | 45 | 52 | 38 | 41 | | | | |
| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 38 |
| Total Points Earned for the Federal Index | 465 |

| ESSA Federal Index | |
|--|-----|
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 43 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 48 |
| 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 | 88 |
| 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 | 40 |
| 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 | 49 |
| 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 | 76 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|--|-----|
| 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 | 79 |
| 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 | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Collaboration among team members, however more opportunities to vertically articulate with grades before and after and by programs.
- Consistency in the execution of cognitively complex tasks
- Additional culturally relevant teaching strategies and curriculum.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

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, Equity, Culturally Relevant Teaching 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Targeted professional development specifically in cultural responsive teaching strategies, youth mental health and SEL.
- Ongoing coaching cycles and timely feedback of Core Instruction and interventions.
- Frequent monitoring and data analysis (4-6 weeks with Leadership)
- Parent involvement opportunities to include home visits, family parent workshops, conferences and family/community partnerships.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most growth was math proficiency in grades 3-5. They were charged with attending professional development and bringing that information back to share with colleagues. Administration and the instructional coach met with teachers to analyze formative assessment data to create fluid skill groups and spiral review tasks.

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Grade level collaboration during PLC's led by Instructional Coach.
- Content planning and spiral review with teams
- Data analysis based on formative assessments and building of small groups.
- ELP Small Group tutoring based on data from MAP, Dreambox and Formatives

What strategies will need to be implemented in order to accelerate learning?

Vertical articulation, Data Mining and Game Plan development
Equitable distribution of resources
Coaching cycles based on spiral review and prerequisite data
ELP (Extended Learning Program)
Enrichment Clubs
Teachers obtaining the micro credential.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Continued GIFTED book study and PLCS with coordinator and district coaches
K-5 B.E.S.T Standards PD
AVID WICOR strategies PD
ESE: Assistive Technology and annotated texts and IRLA PD

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Use of interventionist and coaching
Teachers will data mine every 4-6 weeks to monitor progress using formative assessments.
Staff continuing to obtain additional Youth mental health and SEL training
Equity and Culturally Relevant Training.
Home visit training and participation to increase parent involvement.
Observations and feedback sessions surrounding Core Instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: Our current level of performance is 65% proficient in ELA as evidenced on the Florida Standards Assessment. Our current level of performance is 67% of scholars earned a learning gain, as evidenced on the Florida Standards Assessment. The percent of L25 students achieving a ELA Learning gain was 44% for the 2021-2022 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 2022-202 FAST.

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

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.**

This should be a data based, objective outcome. With a focus on ELA core instruction, we hope to increase our overall proficiency from 65% to 75%. The percent of all students achieving an ELA Learning Gain will increase from 67% to 75%, as measured by the 2022-2023 FAST. The percent of all L25 students achieving an ELA Learning gain will increase from 44% to 50% as measured by the 2022-2023 FAST.

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

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

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based Strategy:**Describe the evidence-based strategy being**

-Gain a deep understanding of the B.E.S.T. ELA Standards as a non-negotiable for improving scholar outcomes.

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

Strategies for K-2

Strategically focus on K-2 teachers and instruction, where acceleration can occur more

| | |
|--|---|
| implemented for this Area of Focus. | <p>rapidly, by ensure equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc.</p> <p>Strategies for 3-5</p> <p>Utilize new 3-5 curricular materials to create a common foundation of standards-aligned, rigorous expectation for all scholars.</p> |
| Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | <p>The rationale for selecting these specific strategies is to focus more on core instruction and the new standards.</p> |

Action Steps to Implement

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

(K-2) Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards.

Person Responsible Vickie Graham (grahamv@pcsb.org)

(K-2) Engage in ongoing professional development on the implementation of the high-quality curricular materials, including walks for excellence, studying scholar responses and robust and constructive feedback.

Person Responsible Vickie Graham (grahamv@pcsb.org)

(K-5) Become familiar with the vertical progression and standards design in order to understand what scholars are expected to master.

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

(K-5) Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

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

(3-5) Orient to and implement the new materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

(3-5) Provide all scholars with consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standard/benchmark.

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

(K-5) Provide support and feedback focused on observed explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.

Person Responsible Vickie Graham (grahamv@pcsb.org)

(K-5) Ensure instructional supports are in place for all scholars during core instruction and independence, including supports for scholars with exceptional needs, English Language supports, as well as extensions/ more advanced texts for scholars above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

(K-5) Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

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

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 68% of students were proficient on the FSA, 69% of Ridgecrest scholars earned a learning gain, and 48% of the L25 earned a learning gain. We expect our total proficiency level to be 78% by the end of the 2022/2023 school year. The problem/gap is occurring because the tasks students are provided do not match the rigor of the standard and are not differentiated to meet the needs of all students. If the student tasks continue to be differentiated and match the rigor of the standard, learning proficiency and gains will increase.

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

Improve overall math proficiency on the FSA from 68% to 78%, increase math gains from 69% to 75%, and increase the gains of the lowest 25% from 48% to 55% as measured by the 2022-2023 FAST.

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

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

Person responsible for monitoring outcome:

Hieu Nguyen (nguyenhi@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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

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

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

The rationale for selecting these specific strategies is to focus more on core instruction and the new standards.

selecting this strategy.**Action Steps to Implement**

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

Teachers and administrators engage in Just-in -Time Content PD to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Teachers and administrators engage in Just-in -Time B.E.S.T. PD to become familiar with the design to understand what students are expected to master; including the progression of standards, coding scheme, MTR's and stages of fluency.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

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

Teachers and administrators engage in Just-in -Time Unit Roll Out training to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Schedule and facilitate ongoing mathematics unit planning sessions by grade level, using district provided resources and the effective planning protocol.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

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

Our current level of performance is 66%, as evidenced on the Science NGSSS Assessment. We expect our performance level to be 76% by the end of the 2022/2023 school year. The problem/gap is occurring because of the lack of vocabulary acquisition and transferring this to real world situations. If explicit vocabulary instruction and real world application occurred, the science proficiency rate would increase.

Measurable Outcome:

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

The percent of all students achieving a level of proficiency will increase from 66% to 76%, as measured by the Florida Science NGSSS Assessment and monitored by Lab, Diagnostic, Unit assessments, and Cycle Assessment Data.

Monitoring:

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

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

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize science curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

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

Develop a professional learning plan that results in improved practice and better student outcomes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

The rationale for selecting these specific strategies is to focus more on core instruction and the new standards.

Action Steps to Implement

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

Synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards.

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

Engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

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

Implement the instructional materials, understanding how the materials connect to evidence-based practices and NGSSS.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

Make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Ensure grades 1-5 have a deep understanding of the science lab curriculum, materials management, and pacing/scheduling.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

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

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

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

Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

Person Responsible Vickie Graham (grahamv@pcsb.org)

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to our ESSA data, our current level of performance is 35% proficient (levels 3, 4, and 5), in ELA, and 38% proficient in Math on the Florida Standards Assessment. We expect our performance level to be 60% for ELA and 60% in Math by the end of the 2022/2023 school year. The problem/gap is occurring because of a lack of highly engaging strategies for a diverse group of learners, and differentiated, explicit teaching based on formative assessment data on a daily basis. Scholars need to be exposed to higher level thinking prompts, tasks and grade level standards on a regular basis. If teachers used highly engaging strategies for a diverse group of learners each day, restorative practices were done with fidelity, and differentiation with explicit teaching based on formative assessment daily, black scholars' proficiency would increase to 60% or beyond.

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

The percent of black scholars reaching proficiency will increase from 35% to 60% on the ELA and from 38% to 60% in Math as evidenced by ESSA data. The percent of L25 black scholars earning a learning gain will increase from 48% to 60% in ELA and from 60% to 70% in Math.

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

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

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being

1. Provide targeted professional development and coaching to teachers and leaders on AVID and highly engaging strategies for a diverse group of learners increase engagement and improve pass rates for black scholars.
2. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
3. Provide training for restorative practices and ensure strong implementation.
4. Provide training for strategies on Social Emotional Learning (SEL) and programs to help

scholars develop specific social and emotional competencies.

implemented for this Area of Focus.

5. Ensure black scholars are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
6. Implement universal screening for gifted identification to expand the number of black scholars served within the talent development groups or identified as gifted learners.
7. Ensure teachers confer with Black scholars to conduct data chats on a consistent basis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Classrooms will be more culturally sound and communities will be built so all learners will feel accepted and within a risk free environment. Lesson activities will include the 6 M's to engage scholars. An increase in the number of Home Visits will enhance the home/school connection. With highly engaging strategies for a diverse group of learners, there will be a decrease in the number of administrative support calls, which keeps scholars engaged in the learning in the classroom. By implementing school wide Restorative Practices throughout the school, there will be an increase in the number of positive recognition opportunities across the school year. With support from district personnel, interventions will be implemented with fidelity and monitored consistently. By establishing positive relationships with our current black staff members, employees will remain at Ridgecrest.

Action Steps to Implement

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

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

Person Responsible 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. Use of the district SEL lessons and Sanford Harmony kits.

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 highly engaging strategies for a diverse group of learners. Targeted PD and coaching to teachers and leaders on AVID.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

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

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

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

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

Person Responsible Vickie Graham (grahamv@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

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

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 35%, learning gains were 23%. Math proficiency for ESE scholars was at 27%, scholars making learning gains was 31%.

Measurable Outcome:

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

The overall proficiency of ESE scholars in ELA and Math FSA as well as Science SSA will increase to 60% and the overall learning gains and learning gains of the ESE scholars in the L25 will also move to at least 50%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Hieu Nguyen (nguyenhi@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Instruct students with disabilities in foundational skills necessary to engage in rigorous, grade-level content.

Create a schedule that maximizes ESE student participation in the least restrictive environment.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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

Provide instruction that is aligned to student's IEP goals and specially designed to meet the student's unique needs.

Person Responsible

Karen Bixler (bixlerk@pcsb.org)

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills.

Person Responsible

Karen Bixler (bixlerk@pcsb.org)

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.

Person Responsible

Lillian Della Penna (dellapenna@pcsb.org)

Place students requiring ESE services in master schedules first to optimize service delivery, focusing on a clustering process to meet student needs.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Teachers to engage in professional development on models of collaborative teaching.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

Collect and interpret data from multiple sources to track the use of accommodations while progress monitoring achievement utilizing instruments aligned to the targeted area.

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

Collaborate with service providers to create a schedule that promotes services in the least restrictive environment whenever possible.

Person Responsible Karen Bixler (bixlerk@pcsb.org)

#6. Positive Culture and Environment specifically relating to Equity and Diversity

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

As of June 2, 2022 our level of performance in school-wide behavior is 1038 administrative support calls. We were projected to have 1061 calls for support in behavior over the course of the 2021-2022 school year. 47% of those calls are for support with black scholars, while 28% of the whole population is African American and 50% of the General Education population is African American. The problem/gap in behavior performance is occurring because of a lack of fidelity using Restorative Practices, Social Emotional learning (SEL), CPI strategies, and highly engaging strategies for a diverse group of learners in classrooms. If implementation of Restorative Practices, SEL, CPI, and highly engaging strategies for a diverse group of learners in each classroom would occur, the number of calls on African American scholars would be reduced to no more than 38%. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 1038 administrative support calls as of June 2022. The issue may be impacted by the lack of highly engaging strategies for a diverse group of learners 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.

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

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

Person responsible for monitoring outcome:

Vickie Graham (grahamv@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being

- 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.

- implemented for this Area of Focus.**
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:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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

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

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 Lillian Della Penna (dellapennal@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 Jennie Robinson (robinsonjenn@pcsb.org)

Morning Meetings will be conducted daily to build classroom communities.

Person Responsible Jennie Robinson (robinsonjenn@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)

During district walkthroughs, discuss Equity and highly engaging strategies for a diverse group of learners being observed. Engage in conversations to continue to strengthen our staff while seeking out support from District Staff Developers if needed.

Person Responsible Vickie Graham (grahamv@pcsb.org)

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

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

We will continue to build capacity within our staff who are not AVID trained to attend the district led trainings during the course of the school year where implementation of AVID structures and growth mindset strategies are being utilized schoolwide.

Person Responsible Hieu Nguyen (nguyenhi@pcsb.org)

#7. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus
Description and
Rationale:****Include a rationale
that explains how
it was identified as
a critical need
from the data
reviewed.**

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

If all staff monitor effective Early Warning Signs systems, then Ridgecrest Elementary School will increase attendance rate from 91% to 95% as indicated by the 2022-2023 School Profiles Data Dashboard. 35% of scholars missing 10% or more of school will decrease by 10% by May 2023.

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

Bi weekly CST meetings, school wide incentives and monitoring completed by Social Worker and MTSS Coach.

**Person
responsible for
monitoring
outcome:**

Vickie Graham (grahamv@pcsb.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

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:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this 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

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

Review attendance taking process and school-wide strategies for positive attendance with all staff as well as staff responsibilities. Homeroom teachers should be reaching out to families first and document these attempts in Focus).

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. 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)

Bring awareness on the importance of attendance and its impact on student learning and achievement at the various parents and groups/organizations - PTA, SAC, kindergarten families, community members and all stakeholders. (possible topics to address: excused absences, vacations and weeks off during the year, etc.)

Person Responsible Vickie Graham (grahamv@pcsb.org)

Celebrate scholars with no tardies "No tardy parties"

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensure equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, more than 50% of our scholars in K-2 will be on track to score a level 3 in ELA as measured by the statewide, standardized ELA assessment.

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:

Select the person responsible for monitoring this outcome.

Graham, Vickie, grahamv@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

District Provided Curriculum aligned with B.E.S.T Standards
Supplemental Materials William and Mary

Staff will gain a deep understanding of the B.E.S.T. ELA Standards as a non-negotiable for improving scholar outcomes.

Administrators will monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these specific strategies is to focus more on core instruction and the new standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|------------------------------------|
| Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards. | Nguyen, Hieu, nguyenhi@pcsb.org |
| Engage in ongoing professional development on the implementation of the high-quality curricular materials, including walks for excellence, studying scholar responses and robust and constructive feedback. | Nguyen, Hieu, nguyenhi@pcsb.org |
| Become familiar with the vertical progression and standards design in order to understand what scholars are expected to master. | Nguyen, Hieu, nguyenhi@pcsb.org |
| Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark. | Nguyen, Hieu, nguyenhi@pcsb.org |
| Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. | Nguyen, Hieu, nguyenhi@pcsb.org |
| Ensure instructional supports are in place for all scholars during core instruction and independence, including supports for scholars with exceptional needs, English Language supports, as well as extensions/more advanced texts for scholars above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. | Nguyen, Hieu, nguyenhi@pcsb.org |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal- school leader and "Modeler in Chief" of schoolwide expectations, support and lead positive celebrations (AVID JAM, PAWSitive awards)

Teachers play a very important part in supporting our schoolwide culture as they are the primary instructors of SEL, Mental Health strategies, social skills teachings, and giving positive feedback to scholars, and continuing to track and monitor data for improvement.

Students work to learn school wide positive behavior expectations and model PAWSitive traits for their peers.

Families support the schoolwide mission to decrease the number of negative incidents by speaking with their scholars about the expectations and helps the school by reinforcing PAWSitive behavior expectations.

Community Partners and Volunteers support the school maintaining a PAWSitive environment and culture at the school by mentoring, volunteering at schoolwide celebrations such as AVID Jam, Family Lunch day, and providing incentives to reward scholars for individual and schoolwide success maintaining a positive culture.