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| **District VMV**  **Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** | | |
|  | **Part I: Current School Status** |  |  | | |
|  | **A. School Information** |  |  | | |
|  |  School Ridgecrest ES | Narrative |  | | |
|  |  Principal’s name Michael Moss | Narrative |  | | |
|  |  School Advisory Council chair’s name Tracy Ellis | Narrative |  | | |
|  | **Pinellas County School District** |  |  | | |
|  | **Michael A. Grego Ed.D.,** Superintendent |  |  | | |
|  | **September 23, 2014,** Date of school board approval of SIP |  |  | | |
|  | 1. **School’s Vision and Mission** |  |  | | |
| Vision | 1. **Provide the School’s Vision Statement**   100% Success | Narrative | Standard 1-1.1, 1.2: Purpose | | |
| Mission | b. **Provide the School’s Mission Statement** The United 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. | Narrative | Standard 1-1.2: Purpose | | |
| Values | 1. **Values (DOE School Environment)** | Narrative | Standard 1-1.3: Purpose | | |
| DOE | Before School Begins:: Kindergarten Tours, Kindergarten Assessments, Meet & Greet, New Student Orientation  Beginning of the School Year: Grade Level Picnics for students, teachers and families, Open Houses, Ice Breaker activities to get to know each other.  Ongoing: Inventories, Lunch with the teacher, Skating Parties, Hello Project, Clear Expectations, Getting to Know You, Ask questions, of differentiation of instruction, Modeling, Apologizing when wrong, Interview, Culturally Relevant assignments, assignments that allow students to share point of view, Attend Extracurricular Activities, Honor what children do beyond the school day….home visits. | Narrative |  | | |
| DOE | Describe how the school creates an environment where students feel safe and respected before, during and after school. Before and After: Adult staff, as well as Student Safety Patrols, are positioned in and around the school, Teachers by their doors to welcome incoming students, Rules and Procedures and expectations are taught and in place to insure safety and respect,   * 1. During: School Procedures and Expectations have been taught to staff and student body and are in place, Olweus Anti-Bullying practices are taught and in place, Social Workers, School Counselor, and Behavior Specialist are used to respectfully address any behavior or social issues, | Narrative |  | | |
| DOE | * 1. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.   School-wide expectations are PAWS: Practice respect, Act responsibly, Work Together, Stay Safe. These are taught in the first week of school and practiced throughout the school year. Posters are evident in common areas with expectations described for all areas such as cafeteria, front office, Media Center, Hallways, Multi-purpose room, etc. Incentives are earned with PAWS handouts that are given either to individuals or entire class for practicing School-Wide expectations. Incentives are taught to grade-levels in assemblies and promoted. Celebrations are in place to support the plan. Established behavior flowcharts are taught to instructional staff Pre –school and students during first week of school with expectations, procedures, and consequences. | Narrative |  | | |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. School counselor provides student or whole class referral sheets to teachers and is available to schedule as needed. Small group counseling is set up for the year by School Counselor. Panther Pals is a mentoring program that provides L-25 students (and any other students with a need) with a Ridgecrest mentor to help with emotional, social, behavior, and/or academic support. Outreach to area high schools for Bright Futures students to mentor 4th and 5th grade students has been affirmed. Social worker also is available to support students with a social-emotional need. | Narrative |  | | |
|  | **B. School Advisory Council (SAC)** |  |  | | |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   At this we are still in the process of recruiting our SAC. SAC Chair Tracy Ellis, Community Members are Jim Dyson and Andrea. Each subgroup is represented. | Narrative | Standard 2-2.4, 2.5: Governance and Leadership | | |
| DOE | 1. Evaluation of last year’s school improvement plan **Approved** |  |  | | |
| DOE | 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project. SIP Funds were used to support professional development of teachers in the area of mathematics and language arts. |  |  | | |
| 3  DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan. Members of SAC helped to design and refine school goals. During the 2013-14 school year, school data and initiatives were discussed during meetings. The SAC recommended specific changes noted in the plan and supported keeping current goals. Data were analyzed and discussed looking at school trends and areas for improvement. SAC met during the summer to review key school goals for the SIP. |  |  | | |
| 3  DOE | Describe the activities of the SAC for the upcoming school year. SAC will continue working to design and monitor school improvement initiatives working closely with our families for input. SAC will continue meeting 6-8 times during the school year to monitor progress of school goals and new initiatives. A key part of the meetings will be reviewing school-wide data trends. | Narrative |  | | |
| 4  DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan. SIP funds will be used to support both curriculum needs and teacher professional development to help implement school goals. | Narrative |  | | |
| 3  Legist | 4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:  X Yes, we are in compliance.   * No, we are not in compliance. | Narrative |  | | |
|  | 5. If no, describe the measures being taken to comply with SAC requirements. | Narrative |  | | |
| All | **C. Leadership Team** |  |  | | |
| All | **Membership** |  |  | | |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their duties  Michael Moss, Principal – [mossm@pcsb.org](mailto:mossm@pcsb.org)  Godfrey Watson, Assistant Principal – [watsongo@pcsb.org](mailto:watsongo@pcsb.org)  Carole Della Penna, MTSS/RtI Coach – [dellapennac@pcsb.org](mailto:dellapennac@pcsb.org)  Doro Anderson – Media Specialist, [andersondoro@pcsb.org](mailto:andersondoro@pcsb.org)  Charles Derexson – Bookkeeper, Admin. Asst, [derexsonc@pcsb.org](mailto:derexsonc@pcsb.org) |  |  | | |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: |  | Executive Summary: Section 1 | | |
|  | a) Name  Michael Moss  Godfrey Watson | Narrative | Executive Summary: Section 1 | | |
| 3 | b) Credentials (degrees and certifications)  Michael Moss – B.A, M.ED, and Current Doctoral Student – University of Florida  Godfrey Watson – B.A, M.Ed and Current Doctoral Student –University of South Florida | Narrative | Executive Summary: Section 1 | | |
| 3 | c) Number of years as an administrator  Michael Moss – 15 years  Godfrey Watson – 15 years | Narrative | Executive Summary: Section 1 | | |
| 3 | d) Number of years at the current school;  Michael Moss – 2  Godfrey Watson - 1 | Narrative | Executive Summary: Section 1 | | |
|  |  |  |  | | |
| DOE | **D. Public and Collaborative Teaching** |  | Executive Summary: Section 1 | | |
|  | 1. **Instructional** |  |  | | |
|  | a) # of instructional employees - 58 | DecisionEd/DW | Executive Summary: Section 1 | | |
| 3 | b) % receiving effective rating or higher – 88% | Narrative |  | | |
| 3 | c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)- 90% | Narrative | Executive Summary: Section 1 | | |
|  | d) % certified in-field, pursuant to Section 1012.2315(2), F.S. – 88% | Narrative | Executive Summary: Section 1 | | |
| 2 | e) esol endorsed – 43.1% | DecisonED/DW | Executive Summary: Section 1 | | |
| 2 | f) % reading endorsed -6.9% | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | g) % with advanced degrees – 29.3% | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | h) % National Board Certified – 1.7% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | i) % first-year teachers – 3.4% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | j) % with 1-5 years of experience – 20.7% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | k) % with 6-14 years of experience – 39.7% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | l) % with 15 or more years of experience – 36.2% | DecisionED/DW | Executive Summary: Section 1 | | |
| 2,4 | 2. ***Paraprofessionals*** |  | Executive Summary: Section 1 | | |
|  | a) # of paraprofessionals - 1 | Narrative | Executive Summary: Section 1 | | |
|  | b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) - | Narrative | Executive Summary: Section 1 | | |
| 3 | 3. ***Teacher Recruitment and Retention Strategies*** |  |  | | |
| 3 LEGIS | a) Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.  The school’s administration has made it a priority to recruit the top teaching candidates to Ridgecrest. We participate in the district’s job fair and clearly articulate the vision and mission of Ridgecrest believing that it is critical to hire teachers that believe in our core values. Additionally, we use the Habermann screening tools to support our decision making when hiring. To retain our staff, empowering teachers to become actively involved in professional growth and school leadership, creating a positive and collaborative school culture, and providing strong administrative support are strategies used for retention. | Narrative | Standard 2: Governance and Leadership | | |
| 3 LEGIS | b) Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. |  |  | | |
| 3 | 4. ***Teacher Mentoring Program/Plan*** |  |  | | |
| 3  DOE | Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. Mentors are provided for any incoming new teachers, PLCs are planned once a month by grade level for teachers to collaborate and plan together, 60-minute block is established once a month for grade level collaboration, Staff breakfast provided once-a-month, Reading and Math Coaches visit to collaborate and enrich grade level instruction, | Narrative | Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning  Standard 5-5.2,5.5Using Results for Continuous Improvement | | |
|  | **D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** |  |  | | |
| 4 | 1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. Progress will be monitored by the Leadership Team, SBLT, Team Leaders, Grade Level PLCs, Title 1 teachers, and by the SAC. Data reviews will occur monthly and changes will be data driven. Numerous data sources will be utilized based on our school-wide progress monitoring plan, including Data Warehouse, FAIR, Common Assessments, FCAT scores, AIMSWEB, Portal grades, DIBELS NEXT and DAZE. | Narrative | Standard 3-3.7: Teaching and Assessing for Learning | | |
| 4 | 2. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP? Michael Moss – Principal (committee chair)  Godfrey Watson – Assistant Principal (school data manager)  Patti Kirk – Guidance Counselor (monitor goals)  Carole Della Penna –Behavior Specialist (monitor academic/behavior goals)  Kelly Simpson – Social Worker (monitor attendance/tardy goals)  Kristofer Kraul School Pyschologist (monitor goals)  Liz Vallin – Literacy Specialist (monitor literacy goals)  Karen Bixler – ESE Teacher  Kate Martin – General Ed. Teacher | Narrative | Standard 2-2.4: Governance and Leadership | | |
| 4 | 3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP. Data reviewed pertaining to SIP goals and RTI during weekly meetings following the PDSA cycle. SBLT discusses Academic/Behavior data on a weekly basis. | Narrative | Standard 2-2.3,2.4: Governance and Leadership | | |
| 5 | 4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). Running Records will be administered 6 times a year; FAIR data will be reviewed; District Common Assessment reviewed; FOCUS Math Assessments, AIMS WEB used for Tier 3 students, DIBELS NEXT used for selected Tier 2 students. Data Warehouse will be monitored weekly for any significant changes. A data wall will be kept in the Leadership Room with updated student data. | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement | | |
| 4,5 | 5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving. Integration into PLCs and training during Staff Meetings. Pre-school training was facilitated to discuss MTSS and system of supports. | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning  Standard 5-5.3:Using Results for Continuous Improvement | | |
| DOE | **E.** Ambitious Instruction and Learning |  |  | | |
|  |  |  |  | | |
|  | 1. Instructional Strategies    1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. |  |  | | |
|  |  | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning | | |
|  | Student Transition and Readiness  * 1. PreK-12 Transition      1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | This section is required for secondary schools. |  |  | | |
| 1  LEGIS | College and Career Readiness  1. Describe the strategies the school uses to support college and career awareness. | Narrative | Standard 3-3.5: Teaching and Assessing for Learning | | |
|  | Describe how the school integrates vocational and technical education programs. |  |  | | |
| 1  LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S. | Narrative |  | | |
|  | **F. Literacy Leadership Team (LLT)** |  |  | | |
| 2 | 1. 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C. 2. Michael Moss – Principal, [mossm@pcsb.org](mailto:mossm@pcsb.org) 3. Godfrey Watson – Assistant Principal, [watsongo@pcsb.org](mailto:watsongo@pcsb.org) 4. Carole Della Penna – RTI Coach, [dellapennac@pcsb.org](mailto:dellapennac@pcsb.org) 5. Liz Vallin – Title One Teacher, [VallinL@pcsb.org](mailto:VallinL@pcsb.org) 6. Katherine Martin – Teacher, [MartinK@pcsb.org](mailto:MartinK@pcsb.org) 7. Sharon Gage – Teacher, [GageS@pcsb.org](mailto:GageS@pcsb.org) | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. 2. Describe how the school-based LLT promotes literacy within the school. 2. The Team meets monthly to discuss reading inintiatives and monitors progress of the SIP. | Narrative | Executive Summary: Section 1 | | |
| 2 | 3. What will be the major initiatives of the LLT this year?  -Ensure the William and Mary Units are implemented with fidelity and proper PD is provided.  -Ensure the school has a variety of literacy interventions to provide support to Tier 2 and Tier 3 students and enrichment to high achieving students.  -Support implementation of the Florida Standards by planning PD. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
| 1,2 | **G. Every Teacher Contributes to Reading Improvement** |  |  | | |
|  | This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. |  |  | | |
| 1,2 | 1. Describe how the school ensures every teacher contributes to the reading improvement of every student.  Literacy is embedded throughout the school with specialists (PE, Art and Music) purposefully integrating literacy strategies into their instruction. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | **Part II: Expected Improvements or Needs Assessment (Step Zero)** |  |  | | |
|  | For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.  Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. | | | | |
|  | **A. Area 1: Reading** |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  |  | | |
| 1 |  Students scoring at Achievement Level 3 - 15% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 – 52.8% | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | Assessment Matrix | | |
| 1 |  Students scoring at Levels 4, 5, and 6 - | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0 and FAA) – 60.3% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0) – 9.1% | DecisionED/DW | Assessment Matrix | | |
|  | *d) Comprehensive English Language Learning Assessment (CELLA)* |  |  | | |
| 1 |  Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) – 50% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) 9.5% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) 19.0% | DecisionED/DW | Assessment Matrix | | |
|  | *e) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA – 71.4% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *f) Postsecondary readiness* |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.* | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 1 to support target(s):**   * Increase the percentage of students scoring Level 3 and above from 69% to 80%   as measured by the Florida Assessment Standards.   * Increase the percentage of African-American students scoring Level 3 and above from 30% to 60% as measured by the Florida Assessment Standards. * For the Magnet Program, increase the percentage of students scoring Levels 4 and 5 from 55% to 70% as measured by the Florida Assessment Standards. | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 1**:   * Instructional Walkthroughs * Discussions and Data Meetings during PLCs * District Assessments * FAIR * School Developed Assessments * Reading Logs | Narrative  DecisionED |  | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**  1. Improvement implementing best practices. | **2013-14** Actuals | **2014-15 Targets** | | |
| **#** | **%** | **#** | **%** |
| 2. Improvement in data driven PLCs. | **#** | **%** | # | % |
| 3. Improvement in student reading minutes and achieving goals set in reading logs. | **#** | **%** | **#** | **%** |
|  | 4. Improvement in student assessments. |  |  |  |  |
|  | 5. Improvement in PD provided to teachers. |  |  |  |  |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-** All teachers will receive training in effective instructional strategies | Narrative |  | | |
|  | **Action 2-** Utilize literacy coach and establish in-house PD through peer coaching to support instructional needs of teachers. | Narrative |  | | |
|  | **Action 3-** Train all teachers to improve conferring, guided reading, and closed reading strategies. | Narrative |  | | |
|  | **Action 4-** Provide time for teachers to discuss reading strategies during PLCs, vertical articulation, and cross grade level visitations sharing best practices. | Narrative |  | | |
|  | **Action 5** – Continue working on increasing the number of non-fiction books in classroom libraries to support reading. | Narrative |  | | |
|  | **Action 6** – LLC will continue planning PD to support transition to the Florida Standards | Narrative |  | | |
|  | **Action 7** – Provide African-American students with a goal setting and progress monitoring protocol to self-monitor growth. | Narrative |  | | |
|  | **Action 8 –** For the L35, ensure each child receives a research-based intervention and Panther Pal |  |  | | |
|  | **Plan to Implement Action 1:** Design a strategic PD Plan based on data and needs assessment. | Narrative |  | | |
|  | **Plan to Implement Action 2:** Establish a plan to implement peer coaching. | Narrative |  | | |
|  | **Plan to Implement Action 3:** Provide teachers with time for PD. | Narrative |  | | |
|  | **Plan to Implement Action 4:** Create a plan to provide for additional time and protocols to create highly effective PLCs. | Narrative |  | | |
|  | **Plan to Implement Action 5:** Work with SAC and PTA to coordinate book drives, strategically plan budget with the long-term goal of increasing non-fiction books yearly. | Narrative |  | | |
|  | **Plan to Implement Action 6:** LLC meets monthly discussing PD needs and plans. | Narrative |  | | |
|  | **Plan to Implement Action 7:** Guidance Counselor and RTI Coach will teach students the goal setting and progress monitoring protocol during classroom guidance time. | Narrative |  | | |
|  | **Plan to Implement Action 8:** Identify and progress monitor L35, Coordinate for Panther Pal |  |  | | |
|  | **B. Area 2: Writing** |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above 3.5 – 67.1% | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at or above Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 2 to support target(s):** Increase the percentage of students scoring 3.5 or higher from 67% to 80% on the Florida State Assessment. Due to the unknown writing test this year, our goal will be to achieve 80% of students meeting or achieving expectations established by the state. | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 2**:   * Instructional Walkthroughs * Discussions and Data Meetings during PLCs * District Assessments * Teacher Made Assessments | Narrative  DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Improvement implementing best practices. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. Improvement in data driven PLCs. | **#** | **%** | **#** | **%** |
|  | 3. Improvement in PD provided to teachers. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- Utilize literacy coach to provide effective PD.** | Narrative |  | | |
|  | **Action 2- Implement a school-wide Peer Coaching model** | Narrative |  | | |
|  | **Action 3- Data reviews in PLCs to target and differentiate instruction** | Narrative |  | | |
|  | **Action 4- Provide teachers with extended planning time** | Narrative |  | | |
|  | **Plan to Implement Action 1: Coordinate training with literacy coach** | Narrative |  | | |
|  | **Plan to Implement Action 2: Work with LLC to implement program** | Narrative |  | | |
|  | **Plan to Implement Action 3: Plan high quality and targeted PLCs** | Narrative |  | | |
|  | **Plan to Implement Action 4: Implement flexible scheduling to extend teacher planning time** | Narrative |  | | |
|  | **C. Area 3: Mathematics** |  |  | | |
|  | 1. ***Elementary and Middle School Mathematics*** |  |  | | |
|  | The following data shall be considered by elementary and middle schools. |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at Achievement Level 3 – 18.7% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 – 42.8% | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0, EOC, and FAA) – 66.3% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC) – 9.1% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *d) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA – 57.1% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | 2. ***High School Mathematics*** |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *b) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (EOC and FAA) | DecisionED/DW | Assessment Matrix | | |
|  | *d) Postsecondary readiness* |  |  | | |
| 1 |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.* | DecisionED/DW | Assessment Matrix | | |
|  | 3. ***Middle School Acceleration*** |  |  | | |
|  | The following data shall be considered by middle schools. |  |  | | |
| 1 |  Middle school participation in high school EOC | DecisionED/DW | Assessment Matrix | | |
| 1 |  Middle school performance on high school EOC | DecisionED/DW | Assessment Matrix | | |
|  | 4. ***Algebra 1 End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Algebra I EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | 5. ***Geometry End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Geometry EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 3 to support target(s):**  The percentage of Level 3 and above students will increase from 63% to 80% as measured by the Florida State Assessments.  The percentage of students in the magnet program scoring Level 4 and above on math will increase from 57% to 75% as measured by the Florida State Assessment. | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 3**:  1. Common Assessments  2. Florida Achieves  3. Curriculum based walkthroughs  4. PLCs  5. Instructional Walkthroughs  6. Review Lesson Plans | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Improvement in Common Assessments Data, Florida Achieves Data, and Curriculum based assessments. | **2013-14** Actuals | **2014-15 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. Improvement in the level of implementation in the level of Florida Standards access school. | **#** | **%** | **#** | **%** |
|  | 3. Improvement in discussion of data, best practices, strategies to differentiate instruction for different learning modalities, and implementation effective PLCs | # | % | # | % |
|  | 4. Improvement of data driven instruction |  |  |  |  |
|  | 5. Improvement of high level thinking skills and student led conversations |  |  |  |  |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-** Implement PLCS to discuss data and best practices | Narrative |  | | |
|  | **Action 2-** Work with district math coaches and establish a network of in-house peer coaches to improve instruction with an emphasis on the lowest 25% | Narrative |  | | |
|  | **Action 3-** For magnet teachers, work with Gifted Supervisor to provide training for the Everyday Math Curriculum | Narrative |  | | |
|  | **Action 4-** For African-American students incorporate a goal setting protocol and self-progress monitoring strategies | Narrative |  | | |
|  | **Action 5-** Provide teachers with training to incorporate technology tools in math |  |  | | |
|  | **Action 6-** Provide teachers with training on best practices, differentiation and on Florida Standards. |  |  | | |
|  |  |  |  | | |
|  | **Plan to Implement Action 1:** Design a school-wide process for PLCs | Narrative |  | | |
|  | **Plan to Implement Action 2:** Indentify lowest 25% and schedule math coaches. | Narrative |  | | |
|  | **Plan to Implement Action 3:** Schedule math trainings with EDM | Narrative |  | | |
|  | **Plan to Implement Action 4:** Guidance counselor teaches students the protocol | Narrative |  | | |
|  | **Plan to Implement Action 5:** Media Specialists plans trainings |  |  | | |
|  | **Plan to Implement Action 6:** Design a school-wide coaching plan addressing specific needs |  |  | | |
|  | **D. Area 4: Science** |  |  | | |
|  | 1. ***Elementary and Middle School Science*** |  |  | | |
|  | The following data shall be considered by elementary and middle schools. |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | Assessment Matrix | | |
| 1 |  Students scoring at Achievement Level 3 – 16.9% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 – 53.8% | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | 2. ***High School Science*** |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | 3. ***Biology 1 End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Biology 1 EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)** |  |  | | |
| 1 |  # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | Narrative | Standard 3-3.12: Teaching and Assessing for Learning | | |
| 1 |  Participation in STEM-related experiences provided for students | Narrative | Standard 3-3.1: Teaching and Assessing for Learning | | |
|  | The following data shall be considered by high schools. |  |  | | |
| 1 |  Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  CTE-STEM program concentrators | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 4 to support target(s):**  Increase students scoring Level 3 and above from 71% to 80% as measured by the Florida Standards Assessment. |  |  | | |
|  | **Possible Data Sources to Measure Goal 4**:  Common Assessments, State Assessments, Instructional Walkthroughs, PLCs | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Rubrics | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. Scales | **#** | **%** | **#** | **%** |
|  | 3. Walkthrough Data | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-** Establish and communicate clear learning goals for each lesson |  |  | | |
|  | **Action 2-** Implement High Yield Instructional Strategies with Rigor and Differentiation |  |  | | |
|  | **Action 3-** Integrate Non-Fiction Science-based literature in Reading Block |  |  | | |
|  | **Action 4-** Create a science lab providing hands-on learning experiences with the primary focus on Grades 3-5 |  |  | | |
|  | **Plan to Implement Action 1:** Determine is the lesson is aligned with course standard or benchmark and to the district pacing guide. |  |  | | |
|  | **Plan to Implement Action 2:** Plan lessons to include key learning strategies, differentiation opportunities, rigor and have a clear purpose. |  |  | | |
|  | **Plan to Implement Action 3:** Plan lesson to integrate science-based reading materials and continue increasing the availability of non-fiction texts in classroom libraries for student use. |  |  | | |
|  | **Plan to Implement Action 4:** Work with the district to establish the science lab with grade level facilitators to go online by January 2015. |  |  | | |
|  | The following data shall be considered by middle and high schools. |  |  | | |
| 1 |  Students enrolling in one or more CTE courses | DecisionED/DW |  | | |
| 1 |  Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | DecisionED/DW |  | | |
| 1 |  Completion rate (%) for CTE students enrolled in *accelerated* courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking CTE industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take CTE industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  CTE program concentrators | DecisionED/DW |  | | |
| 3 |  CTE teachers holding appropriate industry certifications | Narrative | Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems | | |
|  | **G. Area 7: Social Studies** |  |  | | |
|  | 1. ***Civics End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Civics EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | 2. ***U.S. History End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the U.S. History EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 5 (add other goals as needed) to support target(s):** |  |  | | |
|  | **Possible Data Sources to Measure Goal 5**: | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-** |  |  | | |
|  | **Action 2-** |  |  | | |
|  | **Action 3-** |  |  | | |
|  | **Action 4-** |  |  | | |
|  | **Plan to Implement Action 1:** |  |  | | |
|  | **Plan to Implement Action 2:** |  |  | | |
|  | **Plan to Implement Action 3:** |  |  | | |
|  | **Plan to Implement Action 4:** |  |  | | |
|  | **H. Area 8: Early Warning Systems** |  |  | | |
| 3 | 1. ***Attendance*** |  |  | | |
| 3 | a. Students tardy 10 percent or more, as defined by district attendance policy - | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
| 3 | b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension - 177 | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
|  | 2. ***Suspension*** |  |  | | |
| 3 | a. Students with one or more referrals - 73 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | b. Students with five or more referrals - 12 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. - 23 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. - 1 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. - 25 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. - 8 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | g. Students referred for alternative school placement | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | h. Students expelled | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
|  | 3. ***Retention*** |  |  | | |
| 1 | a. Students retained | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1  LEGIS | c. Students with one or more course failures in English Language Arts or mathematics | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | d. Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | e. Students off track for graduation based on credits required to date for their cohort | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1,3 | f. The number of students by grade level that exhibit each early warning indicator listed above |  |  | | |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators |  |  | | |
| 1,2,3 | h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). |  |  | | |
|  | 4. ***Dropout Prevention*** |  |  | | |
|  | The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/. | DecisionED/DW assuming drop out codes are W22 and w15 |  | | |
| 1 | a. Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | c. Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | d. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
|  | **I. Family and Community Involvement** |  |  | | |
|  | Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b). | Narrative |  | | |
| 3,4,5 | Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). |  |  | | |
|  | a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress. |  |  | | |
|  | b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. |  |  | | |
|  | **J. Area 10: Character Education** |  |  | | |
| 1-5 | Goal – Train 100% of students and staff in school-wide expectations based on CHAMPS, Olweus, Character Education and on the ideas of the Ridgecrest Character Education Team. This will result in a 25% reduction in student discipline referrals and improve school culture and student collaboration. |  |  | | |
|  | Possible Data Sources to Measure Goal :  1. Staff, student and parent surveys.  2. Walkthroughs  3. Discipline Data  4. Discussions during PLCs |  |  | | |
|  | **Action Plans to Accomplish Goal** |  |  | | |
|  | **Action 1** – Implement Core Essentials Character Education Program |  |  | | |
|  | **Action 2** – Implement Character Book of the Month Program |  |  | | |
|  | **Action 3** – Implement CHAMPS |  |  | | |
|  | **Action 4** – Continue growing the Ridgecrest Character Education Team |  |  | | |
|  | **Action 5** – Establishing the Students Against Violence Everywhere Club (4th/5th Graders) |  |  | | |
|  | **Action 6** – Guidance Counselor will make character education a focus of classroom guidance |  |  | | |
|  | **Action 7** – Provide Teachers will weekly talking points for class meetings. |  |  | | |
|  | **Action 8** – Continue training students and staff on the Olweus Bully Prevention Program |  |  | | |
|  | **Action 9** – Implement a Fall and Spring school-wide service learning project. |  |  | | |
|  | **Plan to Implement Actions 1-9**, Ridgecrest Character Education Team will plan and monitor. |  |  | | |
|  | **Area 11: Family Involvement** |  |  | | |
|  | Increase family participation in school events by 25% |  |  | | |
|  | **Action 1 –** Continue APD, IMOM and other PTA Sponsored events |  |  | | |
|  | **Action 2** – Conduct two on-line parent book studies |  |  | | |
|  | **Action 3** – Conduct 6 evening parent workshops during the year |  |  | | |
|  | **Action 4** – Continue growing the Ridgecrest 360 Community Coalition |  |  | | |
|  | **Action 5** – Increase the school’s involvement with tutoring and workshops in Rainbow Village |  |  | | |
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|  | **K. Problem-Solving** |  |  | | |
| 1-5 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.*  Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative |  | | |
| 1-5 |  Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. | Narrative |  | | |
| 1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal. | Narrative |  | | |
| 1-5 |  Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). | Narrative |  | | |
| 1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. | Narrative |  | | |
| 1-5 |  Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. | Narrative |  | | |
| 1-5 |  Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. | Narrative |  | | |
| 1-5 |  Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). | Narrative |  | | |
| 1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). | Narrative |  | | |
|  | **Part III: Professional Development** |  |  | | |
|  | For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity. | Narrative |  | | |
| 1-5 |  Related goal | Narrative |  | | |
|  |  Topic, focus, and content | Narrative |  | | |
|  |  Facilitator or leader | Narrative |  | | |
|  |  Participants (e.g., Professional Learning Community, grade level, schoolwide) | Narrative |  | | |
|  |  Target dates or schedule (e.g., professional development day, once a month) | Narrative |  | | |
|  |  Strategies for follow-up and monitoring | Narrative |  | | |
|  |  Person responsible for monitoring | Narrative |  | | |
|  | **Part IV: Coordination and Integration** |  |  | | |
| 4  LEGIS | Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.  Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact. | | | | |
|  | **Part V: Budget** |  |  | | |
|  | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: | Narrative |  | | |
| 4 | 1. Related goal | Narrative |  | | |
| 4 | 2. Strategy | Narrative |  | | |
| 4 | 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) | Narrative |  | | |
| 4 | 4. Description of resources | Narrative |  | | |
| 4 | 5. Funding source | Narrative |  | | |
| 4 | 6. Amount needed | Narrative |  | | |
|  | **Part VI: Mid-Year Reflection** |  |  | | |
|  | This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. |  |  | | |
| 1-5 | 1. Has the goal been achieved? | Narrative | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | Narrative | Standard 5: Using Results for Continuous Improvement | | |