

School Improvement Plan

2015-2016

Ridgecrest Elementary

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Ridgecrest Elementary	Principal's First Name Michael	Principal's Last Name Moss
School Advisory Council Chair's First Name Tracy	School Advisory Council Chair's Last Name Ellis	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your 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.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Ridgecrest promotes the ideas of a partnership between school and home believing this is a crucial element to promote student achievement. This message of a partnership is continuously reinforced through numerous family events and workshops. The school's involvement with the local Ridgecrest 360 Community Coalition unites the school with over 21 local community-based organizations with a common vision to serve the children from cradle to career. To help build relationships between teachers and students, each class designs a class mission and students are expected to play a key role taking ownership of their learning. Teachers regularly practice our school's core values, character education program, and conduct class meetings that help to forge a strong united learning community. The multicultural club promotes school events that celebrate and value the diverse cultures of Ridgecrest students. This is highlighted in school assemblies, the annual Fiesta of Learning, and purposefully integrated in the curriculum.

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 campus. Teachers stand by their doors to welcome arriving students, school expectations and processes are taught and revisited throughout the school year with an emphasis placed on being a strong role model by following school expectations. During School, the Olweus Bully-Prevention program is practiced, the character education program is emphasized, the Ridgecrest Guideline for Success serve as our core behavior program, and a team of staff are designated to support school processes and students requiring extra support.

Describe the school wide 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.

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. The school purchased a new curriculum to help address social and emotional needs of students. Classroom guidance lessons will be provided and as needed. Counselor will also completed social and emotional training to support gifted students. The Panther Pals Buddy program provides almost 100 students with a mentor/tutor for encouragement and academic support. Social worker also is available to support students with social-emotional needs. A parent component will also be added through parent workshops on strategies to help address the needs of elementary age students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Tracy	Ellis	Parent/SAC Chair
Jim	Dyson	Community
Telitha	Sorrels	Para-Professional
Andrea	Nix	Community
Katherine	Martin	School Employee
Michael	Moss	Administrator/School
Kasey	Matthews	Parent
TBD		
TBD		

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

At this time, FSA data has not arrived to complete an evaluation of key academic portions of the plan. The school did exceed behavior goals as the number of discipline referrals and OSS decreased by over 50% as compared to the previous year. Once FSA data are released, an evaluation will take place concerning AMOs set for 2014-15.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement Funds were used to support teacher professional development. Money was allocated to purchase books to enhance magnet reading program; magnet math program; STEM initiatives across the school; teacher professional development for small group guided reading (grades 1-2 general education); and to support parent involvement goal purchasing items for school mentoring/tutoring. These purchases all related to school improvement goals of reading, math, STEM, and parent involvement.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

A SAC subgroup met over the summer providing input and to discuss school goals and initiatives for 2015-16. During these meetings data were analyzed, feedback from the gifted program evaluation was reviewed, and the current state of our general education program was reviewed.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC is planning 8-10 meetings for 2015-16. These meetings include the following activities: help design and monitor the SIP; analyze and discuss school data after each major testing cycle; discuss potential new initiatives for continuous improvement; conduct the annual SAC Book Drive; work with the principal to design the Parent Handbook; plan a parent workshop; and other functions as needed.

PROJECTED USE OF SIP FUNDS - 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 plan.

At this time the SAC has not met to discuss specifics of the use of SIP funds. The guiding philosophy will be to direct funds to support key SIP goals to promote student achievement.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Michael	Last Name Moss	Email Address mossm@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Education	# of Years as an Administrator 15	# of Years at Current School 3
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1			
First Name Kelly	Last Name Austin	Email Address austink@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Education	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree <input style="width: 90%;" type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 76

% receiving effective rating or higher: 90

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 85

% certified infield, pursuant to Section 1012.2315(2), F.S.: 88

% ESOL endorsed: 45

% reading endorsed: 13

% with advanced degrees: 30

% National Board Certified: 3

% first-year teachers: 6

% with 1-5 years of experience: 24

% with 6-14 years of experience: 36

% with 15 or more years of experience: 34

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers engage in weekly professional learning communities to discuss best practices in education; review student data; and collaborate on strategies to increase student achievement. Grade levels are also encouraged and provided with time to engage in collaborative planning during the school year and summer months.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new teachers to Ridgecrest are provided with a mentor. We currently have a large number of teachers that have completed the district's mentoring program. When pairing teachers, every attempt is made to pair the mentee with a teacher who has completed the training and who teaches a similar subject and works in the same grade level. Before the start of the school year, new teachers meet and start planning with their mentor. We prioritize the needs of new teachers to help facilitate a smooth transition. A basic orientation is held and opportunities are created to set up the classroom before pre-school begins. On-going mentoring occurs throughout the school year and time is purposefully created to support the mentor – mentee relationship.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - 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, 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

MTSS SCHOOL-BASED LEADERSHIP TEAM - 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.

Add Member Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Michael	Moss	Principal
Kelly	Austin	Assistant Principal
Carol	Della Penna	MTSS Coach
Katherine	Martin	Literacy Coach/Curriculum Specialist
Kelly	Simpson	Social Worker
TBA	TBA	School Psychologist
Karen	Bixler	ESE Teacher
Liz	Vallin	Lead Hourly Intervention Teacher
Darlene	Hauck	Intermediate Grades Teacher
Jeannie	Robinson	Primary Grades Teacher

SYSTEMS IN PLACE - 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.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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. A data wall will be kept in the Leadership Room with updated student data.

STAFF UNDERSTANDING OF MTSS - 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. A flowchart of the school's MTSS process will be reviewed and provided to teachers.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

All teachers are provided with copies and training on the Florida standards. The district pacing guides are aligned to the standards providing teachers with a road map. The school's leadership team will monitor and support instruction to ensure teachers have the required instructional materials and necessary support. Administrative instructional walkthroughs will occur to monitor instruction in the classrooms.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

All teachers are provided access to and training on Performance Matters which is a data warehouse. Protocols will be used for teachers to analyze student data to drive and modify instruction. During weekly professional learning communities, data reviews will be scheduled throughout the school year. The data driven process of continuous improvement will be used as the primary format. Numerous data sources will be analyzed to create student groups; drive instruction; allow for remediation, and for acceleration. Student data will be used to identify students received Tier 2 and Tier 3 interventions and for students attending the after school Promise Time program at Saturday School which are remedial based services.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Incorporate high order questioning strategies across all subjects to increase the instructional rigor and depth of student thinking.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Utilizing high order questioning supports the primary goal of the FSS which is to increase the level of student thinking and engagement in learning.

Provide a description of the strategy below.

Teachers will be trained in several questioning models to include Jacob's Ladder, the Paul Questioning Model, and on Socratic Inquiry. Additionally, teachers will use the Math Five Talk Moves and Five E's in Science.

How is data collected and analyzed to determine the effectiveness of this strategy?

Qualitative data collected through instructional walkthroughs and teacher feedback. Quantitative data collected through district assessments, teacher made assessments, and state level tests with an emphasis on questions requiring complex thinking.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School Leadership Team.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Integrate Project Based Learning activities across the curriculum to allow students to perform research, apply strategies and content, and to differentiate instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Allows students to perform research, apply strategies and content, explore their interests, and to differentiate instruction.

Provide a description of the strategy below.

In math, science, social studies, and ELA students will have opportunities to engage in research and projects integrating and applying subject matter.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data are collected from teacher-made rubrics and scales; instructional walkthroughs; teacher conversations; and from school/district/state assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School Leadership Team.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Use of journals across subjects to promote student reflection and to help students to self-monitor mastery of content.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Student journals allow for deep reflection, response to rigorous questions, self-monitoring of progress, and to allow for teacher feedback on student growth.

Provide a description of the strategy below.

Journals will be used in ELA, Math, and Science as a tool for students to maintain a continuous record of their learning allowing them to reflect on learning; respond to complex and rigorous questions; self-monitor growth based on rubrics and scales; and to provide teachers with feedback on student growth. Learning goals and scales will also be recorded in student journals.

How is data collected and analyzed to determine the effectiveness of this strategy?

Instructional walkthroughs; Teacher conversations in PLCs; Use of rubrics and scales; Teacher/District/State Assessments

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School Leadership Team.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers develop rigorous learning goals and performance scales based on identified key standards.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Learning goals and scales serve as a focus, guide, and ability to measure mastery for students.

Provide a description of the strategy below.

Learning goals will be posted and reviewed for students in ELA, Math, Science, and Social Studies. These goals will be recorded in student journals and serve as a focus for the lesson. Students will be introduced to a scale pertaining to the learning goal as a tool to help measure progress to achieving mastery. Scales will be visibly displayed in the classrooms and in student journals.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected through administrative walkthroughs; teacher discussions in PLCs; review of student work; and through school/state/district assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School Leadership Team.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For all new families to Ridgecrest, a New Family Orientation is held to review school processes, opportunities for family involvement, school expectations, and other pertinent info. The Spanish Immersion Program conducts a Family Potluck Orientation. For Kindergarten families, an annual Roundup is held to support the transition. For 5th grade students, a formal orientation is held with the receiving school to include a visit during the day. A team from the school also visits Ridgecrest to meet with students. Communication on events are shared with parents about upcoming orientation activities for 6th graders.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Michael	Moss	Principal	mossm@pcsb.org
Kelly	Austin	Assistant Principal	austink@pcsb.org
Katherine	Martin	Instructional Coach	martinkath@pcsb.org
Donna	Hall	Media Specialist	halld@pcsb.org
Sharon	Gage	First Grade Teacher	gages@pcsb.org
Katie	Hamm	Kindergarten Teacher	hammk@pcsb.org
Cammie	Fowler	Second Grade Teacher	fowlerc@pcsb.org
Lori	Beatty	Third Grade Teacher	beattyl@pcsb.org
Liz	Vallin	Lead Literacy Intervention Teacher	vallinl@pcsb.org
Lourdes	Pickart	Fourth Grade Teacher	pickartl@pcsb.org
Bagby	Michael	Fifth Grade Teacher	bagbym@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT has representation across the school with the purpose to promote an effective literacy program at Ridgecrest. The team will meet at regularly scheduled times to review the major initiatives; make necessary changes for improvement; and continue working on the school's longterm vision to promote a rigorous literacy program. Special emphasis will continue to be placed on improving the learning gains of the L25 and promoting literacy across the community through the Ridgecrest 360 Coalition. The LLT is spearheading a theme for 2015-16 called "Readers Become Leaders" to promote reading within the school and the Ridgecrest 360 community partners are also promoting the same theme across the entire school community. Posters will be made to unify the entire school community. The summer Million Page Reading Challenge will also continue as a community-based reading initiative.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Improving small-group guided reading using Jan Richardson routines.

Continue to enhance classroom libraries with an emphasis on non-fiction texts.

Improve use of student journaling use of reading logs to promote reading stamina.

Implement with fidelity the William and Mary ELA units in the magnet classes.

Continue developing our partnership with parents to support at-home reading programs.

Work on expanding our Panther Pal Reading Program targeting students in grades K-2 with one-on-one reading buddies.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51		60

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36		70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		80

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	87	TBA	92
Black/African American	19	TBA	48
Hispanic	52	TBA	70
Asian	92	TBA	94
American Indian			
English Language Learners (ELLs)	20	TBA	17
Students with Disabilities (SWDs)	22	TBA	57
Economically Disadvantaged	37	TBA	60

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

1. Increase the percentage of students scoring Level 3 and above from 69% to 80% as measured by the Florida Assessment Standards.
2. For the Magnet Program, increase the percentage of students scoring Level 5 from 40% to 60% as measured by the Florida Assessment Standards.
3. Increase the percentage of students achieving mild proficiency and high proficiency on the Pinellas District ELA Post Test from 78% to 85%.

Provide possible data sources to measure your reading goal.

- Instructional Walkthroughs
- Discussions and Data Meeting during PLCs
- District Assessments
- FAIR
- School Developed Assessments
- Reading Logs
- William and Mary Assessments
- FSA Scores

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will receive training in effective instructional strategies with a focus of improving conferring, guided reading and closed reading strategies. Magnet teachers will receive training on the William and Mary Units and Jacob's Ladder questioning strategies. Utilize literacy coach and LLC and establish in-house PD through peer coaching and district coaching to support instructional needs of teachers and to continue to provide support transition to the Florida Standards.	Design a strategic PD Plan based on data and needs assessment and provide teachers time to receive PD. Establish a plan to implement peer coaching. LLC meets monthly discussing PD needs, progress and future plans.
Action 2	Plan to Implement Action 2

Provide time for teachers to discuss reading strategies during PLCs, vertical articulation, and cross grade level visitations sharing best practices. Continue working on increasing the number of non-fiction books in classroom libraries to support reading.	Create a plan to provide for additional time and protocols to create highly effective PLCs. Work with SAC and PTA to coordinate book drives, strategically plan budget with the long-term goal of increasing non-fiction books yearly.
Action 3	Plan to Implement Action 3
Teachers will strengthen the core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking, and listening.	School Instructional Coach and District Literacy Coach will provide targeted professional develop to teachers with sustainment occurring during weekly PLCs, peer coaching, and administrative participation.
Action 4	Plan to Implement Action 4
For the L35, ensure each child receives a research-based intervention, Reading Buddy Panther Pal, and participation in Promise Time and/or Saturday School. Provide targeted students with a goal setting and progress monitoring protocol to self-monitor growth to provide motivation and encouragement supporting progress. Work with Ridgecrest 360 Community Coalition to continue developing our community strategy to promote literacy through the Million Page Challenge.	Identify and progress monitor L35, Coordinate for Panther Pal, coordinate participation in Promise Time and/or Saturday School. Guidance Counselor, Instructional Coach and RTI Coach will teach students the goal setting and progress monitoring protocol during classroom guidance times. Continue meeting monthly with the Ridgecrest 360 Community Coalition discussing strategies to promote the Million Page Challenge, reading at home, and after school with the numerous local after care organizations.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

1. Increase the percentage of students scoring 3.5 or higher from 67% to 80% on the Florida State Assessment.
2. For students in the magnet program, increase the percentage of students achieving 3.5 or higher from 97% to 100%
3. Increase the percentage of students achieving mild proficiency and high proficiency on the Pinellas District ELA Post Test from 78% to 85%.

Provide possible data sources to measure your writing goal.

- Instructional Walkthroughs
- Discussions and Data Meetings during PLCs
- District/State Assessments
- Teacher Made Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, reflection, and revision).	Coordinate training with literacy coach and grade levels work collaboratively to plan and discuss activities.
Action 2	Plan to Implement Action 2
Teachers develop rigorous learning goals and performance scales based on identified key writing standards.	Coordinate training with literacy coach and grade levels work collaboratively to plan and discuss activities.
Action 3	Plan to Implement Action 3
Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.	Coordinate training with literacy coach and grade levels work collaboratively to plan and discuss activities.
Action 4	Plan to Implement Action 4
Conduct student-centered writing celebrations to promote the love of writing and to develop the internal motivation to grow.	Grade levels plan events and encourage parents and staff members to attend.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45		55

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40		80

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	79		90
Black/African American	12		70
Hispanic	43		70
Asian	98		100
American Indian			
English Language Learners (ELLs)	30		70
Students with Disabilities (SWDs)	17		50
Economically Disadvantaged	24		60

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

1. The percentage of Level 3 and above students will increase from 63% to 80% as measured by the Florida State Assessment.
2. For the Magnet Program, increase the percentage of students scoring Level 5 from 57% to 60% as measured by the Florida Assessment Standards.
3. Increase the percentage of students achieving mild proficiency and high proficiency in Pinellas District Math Cycle 3 Common Assessment from 73% to 80%.

Provide possible data sources to measure your mathematics goal.

Teacher Made Assessments
 State/District Assessments
 Florida Achieves
 Curriculum Based Walkthroughs
 PLCs
 Instructional Walkthroughs
 Review Lesson Plans
 Scales/Rubrics

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Ensure each student in the L25 receives a targeted research-based intervention and services through small group instruction with continuous progress monitoring.	Identify lowest 25% and schedule math coach for professional development. Schedule regular data meetings to review progress of students.
Action 2	Plan to Implement Action 2
For magnet teachers, implement with fidelity the Everyday Math Curriculum. For enrichment, grades 1-2 integrate M2/M3 programs and Grades 3-5 integrate Figure It Out problem solver.	Schedule math trainings with EDM and cross grade level planning and articulation.
Action 3	Plan to Implement Action 3
Strengthen the core curriculum and instruction by utilizing the gradual release model, incorporating goals and scales for progress monitoring, and increasing the amount of time students are engaged in rigorous problem solving activities.	Professional development provided by the district math coach. Grade level and cross grade planning and articulation.
Action 4	Plan to Implement Action 4
Use ST Math with fidelity with teacher supervision and interaction.	Ensure all teachers receive effective professional development and resources to implement ST Math. Schedule a visit with the ST Math Coach. Conduct regular data meetings to review student progress.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section D****Area 4: Science****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

1. Increase students scoring Level 3 and above from 71% to 80% as measured by the Florida Standards Assessment.
2. For the Magnet Program, increase the percentage of students scoring Level 5 from 50% to 60% as measured by the Florida Assessment Standards.

Provide possible data sources to measure your science goal.

District Common Assessments
 State Assessments
 Instructional Walkthroughs
 PLCs and Data Meetings
 Teacher Made Assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook processes.	Provide teachers with the SLAGS and supporting resources. Identify teacher mentors to provide professional development opportunities. Schedule District Science Coach to provide professional development. Administrative team conducts instructional walkthroughs to monitor progress.
Action 2	Plan to Implement Action 2

Utilize the science lab as an effective instructional tool to provide students with inquiry-based learning activities; hands-on activities; and purposefully integrate high-order questioning strategies to push student thinking and learning.	Grade level science lab managers will provide professional development to teachers on lab activities. Schedule District Science Coach to provide professional development. Administrative team conducts instructional walkthroughs to monitor progress. Establish a Science Panther Buddy program allowing primary grades classes to observe intermediate grade usage of science lab experiments and activities to help promote an interest of science in the primary grades.
Action 3	Plan to Implement Action 3
Integrate Science-based Non-Fiction literature in Reading Block	Plan lesson to purposefully integrate science-based reading materials and continue increasing the availability of non-fiction texts in classroom libraries for student use.
Action 4	Plan to Implement Action 4
Maintain the science lab providing hands-on learning experiences with the primary focus on Grades 3-5	Continue utilizing the district established Science Lab to provide authentic hands-on lessons.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71	71	80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60	60	70

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

The combined average of students taking the Florida State Assessment (FSA) will be 80% or higher achieving Level 3 and above.

Provide possible data sources to measure your STEM goal.

District and State Assessments
 School/Teacher Made Assessments
 Science Goals and Scales
 Discussions on Student Progress During PLCs and Data Meetings

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Hold the STEM Olympics twice during the school year allowing students to participate in problem-solving activities using a rubric to evaluation performance.	STEM Committee grade level reps plan STEM Olympics by requesting materials, scheduling dates, and creating activities.
Action 2	Plan to Implement Action 2
Integrate STEM related activities in science instruction to allow students to apply concepts and explore topics.	STEM Committee will research a supplementary guide that provides STEM activities to extend science and math activities in the classroom.

Action 3	Plan to Implement Action 3
Integrate technology across the curriculum in all subjects to provide students with opportunities to develop computer skills and applications.	During grade level professional learning communities teachers discuss ways to purposefully integrate technology. Media Specialist will provide professional develop and model activities to teachers.
Action 4	Plan to Implement Action 4
Continue to hold the Ridgecrest STEM night to promote STEM with the community; provide STEM clubs for students in grades K-5; expand the Ridgecrest Robotics Club; develop a partnership with the Lakewood HS CAT program; purchase a 3D printer for student use; and require students/classes to participate in the Ridgecrest Science Fair and in the Hour of Coding Event.	The STEM Committee and Science FAIR Committee discusses the activities; schedules dates; determines necessary resources; and provides teachers with professional development on STEM resources and integration across the curriculum.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		22	10
Grade 1		15	8
Grade 2		11	8
Grade 3		13	8
Grade 4		9	8
Grade 5		10	8

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		10	5
Grade 1		6	3

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2		13	6
Grade 3		8	4
Grade 4		13	6
Grade 5		14	7

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1	1
Grade 1		2	1
Grade 2		6	3
Grade 3		1	1
Grade 4		4	2
Grade 5		4	2

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		3	1
Grade 1		2	1
Grade 2		3	1
Grade 3		1	1
Grade 4		9	4
Grade 5		4	2

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	3	2	0
Grade 2	0	0	0
Grade 3	5	2	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	Reading 22 Math 20		11/10
Grade 4	Reading 29 Math 22		14/11
Grade 5	Reading 20 Math 16		10/8

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		4	2
Grade 1		4	2
Grade 2		8	4
Grade 3		3	1
Grade 4		10	5
Grade 5		8	4

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).

A detailed data room has been established to track students that appear on the early warning indicator list. Each student is provided with a Panther Pal Mentor that meets regularly with the student to provide encouragement, counseling, and support. Mentors also establish goals with students relating to their specific needs. Incentives are provided to students that achieve their goals. Each week the SBLT and CST meet to discuss and progress monitor students on the Early Warning List. The social worker is involved to make home visits when necessary to engage parents. The Ridgecrest 360 Community Coalition is actively involved supporting students with extreme needs. Since many students on the Early Warning List attend a community-based after school program, collaborative efforts will be made between the school and after-school program to work with both students and parents. For students displaying behavior or academic needs, a research-based intervention will be implemented and progressed monitored by the SBLT. Targeted students will also frequently be discussed during grade level professional learning communities and data meetings to ensure that progress monitoring and discussion on strategies to support the students will be ongoing and part of the school culture.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Teach students a self-monitoring and goal setting protocol that serves as an effective means to enhance motivation and ownership of learning that leads to a 25% increase in student achievement measured by the FSA and district common assessment and 50% decrease in discipline referrals.	R (19) M (11)		R (50) M (50)
Provide students with rigorous learning experiences in all subject areas with high expectations that supports a 25% increase in student achievement measured by the FSA and district common assessments and 50% decrease in discipline referrals.	R (19) M (11)		R (50) M (50)
Create a strong partnership between school and home connecting and team with parents on school related items that leads to an increase of parent engagement in school related activities by 50%. This will support a 25% increase in student achievement measured by the FSA and district common assessments and 50% decrease in discipline referrals.	R (19) M (11)		R (50) M (50)
Continue working with and expanding the Ridgecrest 360 Community Coalition that combines the collective efforts of 21 non-profit organizations. The community coalition will continue developing a community based literacy strategy and discuss ways to engage families. This will support a 25% increase in student achievement measured by the FSA and district common assessments and 50% decrease in discipline referrals.	R (19) M (11)		R (50) M (50)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Create a satellite Ridgecrest Elementary Campus in the Rainbow Village Community housed at the Boys and Girls Club that provides students with tutoring and instruction after school hours Monday - Friday. Additionally the 12 week Saturday School Program for the community will be implemented at Ridgecrest Elementary focusing on math and literacy skills. This will support a 25% increase in student achievement measured by the FSA and district common assessments and 50% decrease in discipline referrals.	R (19) M (11)		R (50) M (50)

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

The school completed a Parent Involvement Plan (PIP) to support the Title One Program to enhance family engagement. Strategies from the (PIP) will be put into place to improve parent involvement. The core components of the plan consist of the following:

- *Work with the Ridgecrest 360 Community Coalition on a Community Strategy to Improve Education
- *Continue to provide a variety of family-oriented workshops both at school and in the community
- *Establish a Satellite Ridgecrest Campus in Rainbow Village providing addition support to children and families after school hours in the form of tutoring and instruction

BUILDING POSITIVE RELATIONSHIPS - Describe how your 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.

To build positive relationships with families the school emphasizes an open door approach welcoming all parents as partners in the education of their children. To help create this parent friendly culture, a weekly community phone call is made sharing positive school news and welcoming our parents to become engaged with the school. This message is also reinforced through the school's monthly newsletter and from information send home to parents from teachers. The school holds numerous family-centered events working closely with our Ridgecrest 360 Community Partners to help the school reach out to the community and to also help promote the school message of teaming with us. Parent workshops are conducted throughout the school year sharing ways how parents can become engaged with the school and on strategies to help their children at home with school work. As a strategy to help develop a strong partnership, numerous workshops are held in the community which allows parents to see school staff working directly in their community. The school also participates in the annual Shiloh Baptist Church celebration of learning event held on the Sunday prior to the start of school to help promote a strong message of being involved at Ridgecrest.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Ridgecrest Elementary partners with the local community through the Ridgecrest Community Coalition comprised of 21 non-profit organizations. The coalition meets twice a month to discuss our community strategies of engaging families and supporting the academic needs of students. The organization regularly attends staff meetings to provide education about the community and shares other valuable information for teachers. During pre-school, the coalition welcomes teachers and provides the staff with a tour of the Ridgecrest Community visiting the key organizations and institutions to help foster positive relationships and a deeper understanding of the community needs. The school frequently conducts workshops in the community to enhance relationships and to help the school's visibility. Each year the school participates with Shiloh Baptist Church which is the largest community church to conduct a celebration of learning service where administrators and teachers discuss with the community ways to foster student success. A community calendar is maintained through Ridgecrest 360 that shares all school and community related events to maximize family engagement. Additionally, community partners encourage families to attend school-based events. Each year a survey is conducted to learn more about the community needs and perception of the school. The Ridgecrest 360 Coalition also created a Community Parent SAC to discuss educational matters and provide the school with valuable input on ways to connect with the community. Ridgecrest Elementary created


a satellite school campus after school in the Rainbow Village Community housed at the Boys and Girls Club to provide after school tutoring and support to students and to promote the school's community presence.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Develop of Robust School-Wide Character Education Program that impacts student behavior and student achievement with all teachers implementing with fidelity. The noted percentage represents estimated level of teacher participation with fidelity.	75	90	100
Establish a Satellite Ridgecrest Campus in Rainbow Village that provides students with tutoring and instruction after school in reading and mathematics.			Established
Expand the Ridgecrest Panther Pal Buddy Literacy Program from 100 community volunteers to 150 targeting students in the primary grades.		100	150
Ridgecrest Elementary School-wide Wellness Goal to improve the overall health and wellness of the staff working towards completion of the HSP Assessment Modules.		30%	Bronze in 66% of 

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.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science
Topic, Focus, and Content	Increase level and rigor of questioning
Facilitator or Leader	Jenny Klimis Gifted Supervisor
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	During pre-school with periodic follow-up during PLCs
Strategies for Follow-Up and Monitoring	Instructional walkthroughs/class observations
Person Responsible for Monitoring	Administrative Team
Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	Jan Richardson Small Group Routines

Facilitator or Leader	Instructional Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Reading Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month PLC dedicated to training and discussion, modeling in classrooms by coach
Strategies for Follow-Up and Monitoring	Instructional walkthroughs/class observations
Person Responsible for Monitoring	Administrative Team
Professional Development Identified	
Related Goal(s)	Family Involvement
Topic, Focus, and Content	Connecting with our students, parents, and community
Facilitator or Leader	TBA
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All school staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	TBA - Primary training occurs during staff meeting time
Strategies for Follow-Up and Monitoring	Continuous discussion and monitoring data
Person Responsible for Monitoring	Administrative Team

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

Title One funds will be used to fund a fulltime school instructional coach to provide professional development to teachers supporting the core SIP goals. The funds will also be used for five part-time hourly teachers that support literacy instruction for Tier2/3 students and for TDEs supporting teacher professional development needs.

MEETING STUDENT NEEDS - 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.

The school principal works in concert with the school leadership team and lead teachers to identify school needs, necessary programs, and resources. To maximize effective use of resources, strategies are put in place to communicate school goals and strategies to align and provide targeted purpose of funds. This is accomplished by sharing the SIP with school staff and stakeholders, ensuring that decisions made are related to the SIP, and continuous progress monitoring/data reviews by the school's leadership teams.

PART V**BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	Reading
Actions/Plans	Improve level of differentiation through Jan Richardson small group routines
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Instructional materials
Description of Resources	Books, magnetic letters, and other resources
Funding Source	Title One
Amount Needed	\$300.00
Budget Item Description	
Related Goal(s)	Math
Actions/Plans	Improve the level and fidelity of Everyday Math for the magnet program
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	Professional Development
Funding Source	Magnet Budget
Amount Needed	\$1,000.00
Budget Item Description	
Related Goal(s)	Math, Writing, Reading, Science
Actions/Plans	Improve the level of rigor, questioning, and student journaling
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	Purchase TDEs allowing teachers to visit exemplary classrooms through a peer coaching model
Funding Source	Title One
Amount Needed	\$2,000.00

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 goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
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?	
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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

