



School Improvement Plan SY 2018-19

RIDGECREST ELEMENTARY SCHOOL

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Vickie Graham	SAC Chair:	Eve Basara
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School Vision	100% Student Success: every student making one year's growth or more in a school year!
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School Mission	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.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
762	91	191	96	47	335	2

School Grade	2018: B	2017: B	2016: C	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	69	68	73	69	66	66						
Learning Gains All	55	66	69	67								
Learning Gains L25%	31	41	35	27								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Vickie	Graham	FT	Less than 1 year
Equity Champion	Ann	Salazar	FT	4-10 years
ESE	Karen	Bixler	FT	11-20 years
ELL	Carole	Della Penna	FT	4-10 years
Climate and Culture	Jennie	Robinson	FT	4-10 years
Asst Principal	Kelly	Austin	FT	1-3 years
Instr. Coach	Kali	Davis	FT	1-3 years
Other	Charlies	Derexson	FT	11-20 years
Other	Donna	Hall	FT	1-3 years
Total Instructional Staff:	8	Total Support Staff:	1	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students earning a learning gain in ELA will increase from 55% to 65%.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students earning a learning gain in ELA will increase from 55% to 65%.

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all L25 students earning a learning gain will increase from 31% to 50%.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student proficiency	<ul style="list-style-type: none"> Monitor lesson planning and implementation with focus on standards based lessons with student centered rigor Weekly feedback on lesson plans and instructional walkthroughs Determine PD needs and plan out 	Principal	AP, MTSS coach, teacher leaders	Monday mornings, weekly	<ul style="list-style-type: none"> Lesson plans aligned to standards, with targets, and learning boards Student artifacts Culture checks Agendas of meetings



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
2.	Tier 3 Problem-solving Team	All Priorities	Monitor interventions to determine growth and improvement.	<ul style="list-style-type: none"> • MTSS flow • Fidelity checks • Monitor individual student data across multiple resources 	MTSS coach	Principal, AP, classroom teacher(s), social worker, psychologist, ESE teacher	Biweekly on Wed	<ul style="list-style-type: none"> • Agenda minutes
3.	Equity and PBIS Team	Priority 3	<p>To maintain and grow equity across all students and staff</p> <p>To maintain and grow PBIS across the school with Restorative Practices at the forefront of all behavioral concerns</p>	<ul style="list-style-type: none"> • Fidelity checks • Review of behavior data and trends • RP conversations 	Equity champion and PBIS leader	Principal, AP, PBS/Equity team members	Last Wed of month at SIP meeting	<ul style="list-style-type: none"> • Agenda minutes • Fidelity checklists • Behavior data • RP conversation worksheets
4.	Child Study Team	All Priorities	To decrease students with absence/tardy concerns	<ul style="list-style-type: none"> • Use attendance records to id. • Letters to home • Calls to home • Conferences with families at school or home 	Social Worker	AP, MTSS coach, classroom teacher(s)	Thursday biweekly	<ul style="list-style-type: none"> • Social worker minutes from CST • Data improvement for identified students
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	All Priorities	Monitor instructional implementation of	<ul style="list-style-type: none"> • Provide data to grade level leaders 	Principal	AP, Team Leaders for each grade	First Tuesday of each month	<ul style="list-style-type: none"> • Agenda minutes



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			grade-level standards to increase student proficiency; continue to build PBS, RP, and equity across the school	(academic and behavior) <ul style="list-style-type: none"> • Problem solve and get feedback • Make school-wide decisions 		level to include a representative from the general ed and the magnet teams		
Pr6	Literacy Leadership Team <i>(same as SBLT)</i>	Choose an item.		•				•
7.	PBIS Team (same as Equity Team)	Choose an item.		•				•
8.	Family Engagement Team	All Priorities	Plan family engagements to welcome families, train families on home strategies, and engage families to be a part of the school community	<ul style="list-style-type: none"> • Schedule out 4 family engagement nights (one per grading period) • Schedule “arts” nights • Plan and implement the Home Visit Project 	Instructional Coach: Kali Davis	Principal, AP, Teachers	Second Tuesday of each month	<ul style="list-style-type: none"> • Agenda Minutes • Family Engagement flyers to go home • Home Visit documentation



Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 2500 administrative support calls. We expect our performance level to be Decreased by 50% .
2. The problem/gap in behavior performance is occurring because of a lack of fidelity using restorative practices, SEL, and culturally relevant teaching practice in classrooms.
3. If implementation of Restorative Practices, SEL, and Culturally Relevant Teaching Practices in each classroom would occur, the problem would be reduced by 50%, as evidenced by the number of administrative support calls. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by meeting biweekly to analyze data, identify progress and areas in need of improvement.

5. SMART GOAL

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of black students receiving referrals will decrease from a risk ratio of 3.63 to 2.50, as measured by the end of the year ODR data from the School Profile Dashboard.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Staff Involvement and Commitment	•	•
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	• Principal	• July 9 - 10
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	• Kali Davis	• July
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	• Principal, AP, Instructional Coach	• August and ongoing
<i>Conduct learning opportunities that move away from punitive approaches</i>	• Principal, AP, Instructional Coach	• Ongoing throughout school year



Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Principal/AP 	<ul style="list-style-type: none"> Weekly based on data reviews
Review student and teacher data on weekly basis for trends and next steps.	<ul style="list-style-type: none"> SBLT/CST 	<ul style="list-style-type: none"> Weekly at SBLT/CST
Update school-wide plan and on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Monthly at staff meetings

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	Instructional Staff (50)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Introduction to Circles (IIRP)	Instructional Staff (50)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teaching SEL through Sanford Harmony and Circles	Instructional Staff (50)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training – Equity champions will provide professional development at least quarterly	Instructional Staff (50)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching - Activities and strategies will be provided throughout the school year during staff meetings.	Instructional Staff (50)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 95%. We expect our performance level to be 97% by end of the 2018/2019 school year.
2. The problem/gap in attendance is occurring because 115 students were absent between 10% - 19% of the school days.
3. If timely transportation would occur, the problem would be reduced by 50%.
4. We will analyze and review our data for effective implementation of our strategies by biweekly CST meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 14% to 7%, as measured by our attendance dashboard.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Choose Attendance Strategy
- Choose Attendance Strategy

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Social Worker	August and ongoing
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	August and ongoing
Develop and implement attendance incentive programs and competitions.	Social Worker	August and ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST Team	August and ongoing
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST Team	August and ongoing
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST Team	August and ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	AP, DMT	Preschool meeting and as needed based on data

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Preschool Operational Meeting – discuss processes regarding documentation of attendance, tardies, communication with parents, and CST.	All instructional staff (45) Social Worker Administration (2)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55% of students earned a learning gain, as evidenced on the Florida Standards Assessment.
2. We expect our performance level to be 65% by the end of the 2018/2019 school year.
3. The problem/gap is occurring because the tasks students are provided do not match the level of rigor of the standards.
4. If the student tasks matched the level of rigor of the standards, an increase in learnings would occur by 10% points.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving an ELA Learning Gain will increase from 55% to 65%, as measured by the Florida Standards Assessment. The percent of all L25 students achieving an ELA Learning gain will increase from 31% to 50% as measured by the Florida Standards Assessment.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will collaboratively plan their units of study at the depth of rigor required by the standards to include talk, task, text, and student needs; administration will provide timely feedback and monitor the plans are put into action.	Administration and grade level teams	Weekly
Teachers will conduct data chats with students to include monitoring of state, district, and class data while helping students to set individual goals and action plans.	Grade level teachers and Administration	Monthly at a minimum
Teachers will use learning boards in their classrooms to ensure students are on target with learning goals and the vocabulary required of the standards.	Grade level teachers and Administration	Daily
Teachers will provide a 30 minute independent reading block (stamina building) in which students apply the daily learning target with evidence (time for practice) from their self-selected just right book and provide timely actionable feedback to support individual growth. During the 30 minute independent reading block, teachers will confer with individuals and fluid, small groups based on formative assessments of the unit, MAP, and IRLA foundational standard gaps.	Grade Level teachers, Reading coach, and administration	Daily
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs.	Grade level teachers, Reading coach, and administration	Daily
PLC's will be conducted where teachers analyze student work to determine their next course of action to ensure all students reach the mastery of the intended standard. Administrators and the reading	Administrators and reading coach	



Subgroup Goals

coach will be present to provide support and strategies for purposeful planning and implementation.		
Administrators monitor teacher practice and provide feedback to support teacher growth by analyzing student work.	Administrators and reading coach	Daily
An intervention block will be designed to meet the individual needs of each scholar. Based on beginning of the year IRLA data, students will “walk” to intervention based on their IRLA foundational skill needs. All classroom teachers, hourly teachers, and paraprofessionals will have a small group that addresses the needs of their reading group’s reading acquisition levels. IRLA foundational skill toolkits (striving readers/average readers) along with book clubs (enrichment) will be used to meet the scholars’ needs.	Administrators and reading coach	Daily

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Learning Boards and Unpacking of Standards	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Planning Sessions and PLCs	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Individual conferring and maintaining fluid groups based on formative assessments	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Initial IRLA training for new teachers; refresher training throughout the school year as needed based on observation	20 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 69% of students earned a learning gain, as on the FSA.
2. We expect our performance level to be 75% by the end of the 2018/2019 school year.
3. The problem/gap is occurring because the tasks students are provided do not match the level of rigor of the standards.
4. If the student tasks matched the level of rigor of the standards, the learning gains would increase.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students earning a learning gain will increase from 69% to 75%, as measured by the FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will collaboratively plan their units of study at the depth of rigor required by the standards to include talk, task, text, and student needs; administration will provided timely feedback and monitor the plans are put into action.	Administration and grade level teams	Weekly
Teachers will conduct data chats with students to include monitoring of state, district, and class data while helping students to set individual goals and action plans.	Grade level teachers and Administration	Monthly at a minimum
Teachers will use learning boards in their classrooms to ensure students are on target with learning goals and the vocabulary required of the standards.	Grade level teachers and Administration	Daily
Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs.	Grade level teachers, Reading coach, and administration	Daily
Administrators monitor teacher practice and provide feedback to support teacher growth.	Administrators	Daily
Teachers implement daily number routines (number talks, high yield number routines, maintenance routines, etc.) at the start of the mathematics block to increase number sense and flexibility.	Grade Level teachers, Administrators	Daily
Teachers utilize Mathematics Unify assessments in Unify. They use the assessments in planning and analyze the data by standard for their class and across the grade level.	Grade Level teachers, Coaches	Weekly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3



Subgroup Goals

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Vertical articulation to include a TQE task for each grade level and discussion around the building of the standards from one grade level to the next (4x during the year)	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Learning Boards and Unpacking of Standards	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative Planning Sessions and PLCs	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced on the Science NGSSS Assessment.
2. We expect our performance level to be 70% by the end of the 2018/2019 school year.
3. The problem/gap is occurring because of the lack of vocabulary acquisition and transferring this to real world situations.
4. If explicit vocabulary instruction and real world application occurred, the proficiency rate would increase.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students earning proficiency will increase from 67% to 70%, as measured by the Science NGSSS Assessment.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will collaboratively plan their units of study at the depth of rigor required by the standards to include talk, task, text, and student needs to include the 5 E's and the 10-70-20 routine; administration will provided timely feedback and monitor the plans are put into action.	Administration and grade level teams	Weekly
Teachers will conduct data chats with students to include monitoring of state, district, and class data while helping students to set individual goals and action plans.	Grade level teachers and Administration	Monthly at a minimum
Teachers will require 4 th and 5 th graders to complete an individual or group science project; Teachers in grades K – 3 will complete a class science project with third graders provided the option of completing an individual project.	Teacher Leader of Science Projects; Science teachers	November - January

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborative Planning Sessions and PLCs	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% (3 out of 6), as evidenced in the Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.
2. We expect our performance level to be 67% (4 out of 6) by the end of the 2018/2019 school year.
3. The problem/gap is occurring because of lack of physical activity beyond recommended number of minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness our school would have a greater opportunity to be eligible for recognition.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of all students engaging in lifelong healthy habits will increase from 50% to 67%, as measured by The Alliance for a Healthier Generation’s Healthy School Program Assessment modules.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Choose Strategy
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Attend district-supported PD	Healthy School Team	August and ongoing
Complete the SMART Snacks in School Documentation	Café Manager	September

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- OTHER *

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Other
Healthy School: Smart Snacks in School Component #19549	Health School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Other
Healthy School: Celebrations Component #20530	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Other



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 150 students, as evidenced in STEM enrollment clubs.
2. We expect our performance level to be 200 students by the end of the 2018/2019 school year.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks, the problem would be reduced by a higher enrollment in STEM clubs.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The number of all students participating in the STEM clubs will increase from 150 to 200, as measured by school enrollment within the STEM clubs.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
For 5 th grade students, we will utilize diagnostic data to identify instructional resources to support the gaps noted in the data within the STEM clubs.	STEM facilitator for 5 th grade	ongoing
Teachers will use explicit standards vocabulary to support their STEM activities.	STEM facilitators – all grade levels	ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Diagnostic Review of data PLC	5 th grade teachers and Lead STEM teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 32% proficient (levels 3, 4, and 5), as evidenced on the ELA Florida Standards Assessment for 2017/2018.
2. We expect our performance level to be 50% by the end of the 2018/2019 school year.
3. The problem/gap is occurring because of a lack of culturally responsive teaching, a lack of fidelity with restorative practices, and differentiated, explicit teaching based on formative assessment data on a daily basis.
4. If teachers used culturally responsive teaching each day, restorative practices were done with fidelity, and differentiation with explicit teaching based on formative assessment daily, black students' proficiency would increase to 50% or beyond.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students earning proficiency will increase from 32% to 50%, as measured by the ELA Florida Standards Assessment for 2017/2018.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.	<ul style="list-style-type: none"> • Classrooms will be more culturally sound and communities will be built so all learners will feel accepted and within a risk free environment. • Lesson activities will include the 6 M's to engage students. • An increase in black participants in the ELP and enrichment opportunities
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • An increase in identified gifted learners as well as talent development groups • An increase in the number of Home Visits
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> • A decrease in the number of administrative support calls • An increase in the number of positive recognition opportunities across the school year



Subgroup Goals

ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> All interventions are being implemented with fidelity and monitored consistently.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase in black teachers on campus Increase in retention of black teachers on campus

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
SBLT will monitor African American academic and behavior data in order to make changes as needed.	SBLT	Biweekly
Teachers will note in lesson plans when the 6 M's are being utilized for tasks.	Teachers and Administrators	weekly
Teachers will note in lesson plans the Morning Meeting topics to include SEL, PBIS, and RP. A collaborative problem solving approach will be utilized to increase a sense of community.	Teachers and Administrators	weekly

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices – 12 hours	45 Instructional 40 Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
6 M's	45 Instructional 40 Support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SEL Training	45 Instructional 40 support	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 39% proficiency, as evidenced on the ELA FSA.
2. We expect our performance level to be 45% by the end of the 2018/2019 school year.
3. The problem/gap is occurring because there are foundational gaps in students' reading acquisition.
4. If foundational gaps were identified and targeted instruction occurred, the proficiency levels would increase.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students meeting proficiency will increase from 39% to 51%, as measured by the ELA FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Choose Strategy

1. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
ESE Teachers will collaborate with classroom teachers on the foundational data derived from IRLA and make instructional plans to meet the individual needs.	ESE Teachers, classroom teachers, Administration	weekly
ESE teachers will use IRLA Foundational Kits to teach the gaps students have in ELA.	ESE Teachers, Administration	daily

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

3. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
IRLA Foundational Kit usage and SchoolPace documentation	2 ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	2 ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs/Collaborative Planning Sessions	2 ESE teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroup Goals

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 66% proficient for males; 71% for females, as evidenced on the ELA FSA.
2. We expect our performance level to be equal between males and females by the end of the 18/19 school year.
3. The gap between males and females has decreased from 10 points to 5 points in the 17/18 school year.
4. If we continue the strategies we started in 17/18, the gap will continue to close.

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The **percent** of **male** students meeting proficiency at the same rate as females will **increase** from a 5 percentage gap to a 0% gap, as measured by the ELA FSA.

5. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions*

- Enhance opportunities for Voice & Choice.
- Invest in classroom libraries built with student interest in mind.
- Teachers utilize culturally relevant teaching.

6. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
More books for boys will be provided within classroom libraries to engage students in choice of reading materials based on interest surveys.	Reading coach, administration	Ongoing as budget allows
Teachers will provide choices in tasks to show evidence of standards mastery and lesson plans will reflect the options.	Teachers, administration	weekly
Teachers will increase opportunities for kinesthetic learning and physical movement throughout their academic lessons.	Teachers, administration	daily

7. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborative Planning Sessions and PLCs	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Curriculum Meetings	45 instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
RP, PBIS, SEL Professional Development throughout the school year	45 Instructional	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 37% of our gifted students scored a Level 5 , as evidenced on ELA FSA.
2. We expect our performance level to be 50% of our gifted students earning a Level 5 by the end of the 18/19 school year.
3. The problem/gap is occurring because approximately 50% of teachers are not providing tasks at a high enough level of rigor and differentiating as needed to show a year’s worth of growth..
4. If student tasks were at a more rigorous level and differentiation would occur, the percentage of Level 5 students would increase.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students earning a Level 5 will increase from 37% to 50%, as measured by the ELA FSA.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will differentiate for their gifted learnings by adapting content, thinking skills, resources, and objectives.	Magnet Coordinator, gifted teachers (20)	daily
Offer gifted learners opportunities for real world problem solving that incorporate critical and creative thinking.	Magnet Coordinator, gifted teachers (20)	daily

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLCs with a focus on data and how to differentiate within the academic day	20 gifted teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative planning with colleagues to ensure equality across the program	20 gifted teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Gifted endorsement classes for teachers who have not met the expectation; Micro-credential for administrators	3 teachers; 2 administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Meet Your Teacher Meet Your Principal (multiple locations) Open House Robocalls Provide Mid Reports/Report Cards Conduct once per semester Conferences and student led conference to culminate the year Parent Nights –Science night, Math night, Seasonal Arts celebrations in the evening 	<ul style="list-style-type: none"> Teachers Principal Teachers Principal/AP Teachers Teachers Teachers/Admin 	<ul style="list-style-type: none"> August 10th Aug 9th and 10th Aug 30, Sep 5 Weekly 8x/year 1 – 2x/year and as needed 4x/year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Provide Kindles with downloaded books from Myon Community partners are providing access to onsite computer labs and resources 	<ul style="list-style-type: none"> Reading Coach AP 	<ul style="list-style-type: none"> September and ongoing daily
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Principal Meet and Greet at various locations to build relationships with staff Open Door Policy with administration is evident each day 	<ul style="list-style-type: none"> Principal Administration 	<ul style="list-style-type: none"> August ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Home Visit Project – teachers and staff will be trained on the Home Visit project and visiting homes of students to discuss the dreams parents have for their children Ridgecrest 360 – a community coalition of over 20 nonprofits that meet monthly to meet the needs of the scholars of Ridgecrest and their families Panther Pals – community volunteers come in each day to 	<ul style="list-style-type: none"> Kali Davis Principal AP 	<ul style="list-style-type: none"> Ongoing Monthly Daily



	read with all Kindergartners, and striving scholars to increase their love of reading		
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5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Home Visit Project	Teachers – 10 Kali Davis (trainer)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Restorative Practice Training	Teachers – 45 Support staff - 40	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Panther Pal Training on how to effectively read aloud to our youngest scholars	Volunteers – 75 - 100	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Genevieve	Basara	White	Parent
Yasmina	Pandharpurwala	Other	Parent
Vickie	Graham	Black	Principal
Curtis	Hudson	Black	Support Employee
Jim	Dyson	White	Business/Community
Natalya	Matthews	Black	Business/Community
Jeanette	Vega	Hispanic	Support Employee
Pat	Choi	Asian	Teacher
Kelly	Austin	White	Other Instructional Employee
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

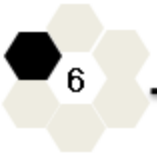
SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	Classroom Libraries (culturally relevant)	\$2000.00
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	Book baskets for classroom libraries	\$500
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	Florida Reading conference fees	\$500
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDE - Substitutes	\$750.00
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]
	Membership to ASCD and Edweek	\$150
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ \$3900		