FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3511 - Ridgecrest Elementary School
District: 52 - Pinellas
Principal: Michael Moss
SAC Chair: Jennifer Muller
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-588-3580	
Web Address:	http://www.ridgecrest-es.pinellas.k12.fl.us	
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School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	54%			
Minority:	54%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	A	B	B

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Ridgecrest Elementary School

Principal's name Michael Moss

School Advisory Council chair's name Jennifer Muller

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Moss	Principal
Godfrey Watson	Assistant Principal
Patti Kirk	Guidance Counselor
Carol Della Penna	Behavior Specialist
Melissa Newman	Social Worker
Vicki Brooks	School Pyschologist
Linda Michael	Literacy Specialist
Karen Bixler	ESE Teacher
Katherine Martin	Teacher

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Describe the involvement of the SAC in the development of this school improvement plan. During the 2012-13 school year, school data and initiatives were discussed during meetings. The SAC recommended specific changes noted in the plan and supported keeping current goals. Data were analyzed and discussed looking at school trends and areas for improvement. SAC met during the summer to review key school goals for the SIP.

Describe the involvement of the SAC in the development of this school improvement plan
Describe the activities of the SAC for the upcoming school year.
SAC will continue meeting 6-8 times during the school year to monitor progress of school goals and new initiatives. A key part of the meetings will be reviewing school-wide data trends.

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SAC will continue meeting 6-8 times during the school year to monitor progress of school goals and new initiatives. A key part of the meetings will be reviewing school-wide data trends. SAC will continue with its annual book drive to enhance classroom libraries. SAC will hold a workshop to work on the SIP and to review school progress.

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

Funds will be used to purchase PLC Math Study books to promote professional development for teachers through a book study. Additional funds will be used to support school-wide character education initiatives.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below

In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Michael Moss		
Principal	Years as Administrator: 14	Years at Current School: 1
Credentials	Currently working on doctorate degree at University of Florida. M.ED University of Florida BA Florida State University	
Performance Record	Fuguitt Elementary Principal School Grades: 2008 (A), 2009 (A), 2010 (A), 2011 (A) 2012 (A) Ridgecrest Elementary Grades: 2013 (B)	
Godfrey Watson		
Asst Principal	Years as Administrator: 14	Years at Current School: 0
Credentials	Currently working on doctorate degree at University of South Florida. M.ED B.A.	

Performance Record

Instructional Coaches

 # Instructional Coaches 1

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

TBA		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 53

 # receiving effective rating or higher 51, 96%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 96%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 51, 96%

 # ESOL endorsed 17, 32%

 # reading endorsed 16, 30%

 # with advanced degrees 19, 36%

 # National Board Certified 6, 11%

 # first-year teachers 0, 0%

 # with 1-5 years of experience 10, 19%

 # with 6-14 years of experience 31, 58%

 # with 15 or more years of experience 10, 19%

Education Paraprofessionals

# of paraprofessionals 0

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0

 # receiving effective rating or higher (not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. 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 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
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 teachers 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 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
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

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?
Michael Moss – Principal (committee chair)
Godfrey Watson – Assistant Principal (school data manager)
Patti Kirk – Guidance Counselor (monitor goals)
Carol Della Penna –Behavior Specialist (monitor academic/behavior goals)
Melissa Newman – Social Worker (monitor attendance/tardy goals)
School Pyschologist TBA (monitor goals)
Linda Michael – Literacy Specialist (monitor literacy goals)
Karen Bixler – ESE Teacher
Kate Martin – General Ed. Teacher

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
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. A

school data assessment program is put in place providing for bi-weekly progress monitoring in reading and math. District assessments are also used.

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 8 times a year; FAIR data will be reviewed; District Common Assessment reviewed; FOCUS Math Assessements, 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. Additionally, data from the Raz Kids progress monitoring system will be reviewed.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administrators will facilitate training of protocols to review and analyze data during PLCs and during staff meetings. A PLC calendar will be developed with numerous data review topics for PLCs to move Ridgecrest to a data driven school.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Block scheduling will be incorporated allowing teachers with 50 minutes of planning time daily to increase opportunities to deepen meetings and professional development. The Ridgecrest 360 initiative will provide 60-70 students with after school tutoring and enrichment activities 4 days a week. The following after school clubs will provide students with enrichment, Math Mondays, Chess Club, Robotics Club, 4-H Club, Computer Club, and Spanish Club.

How is data collected and analyzed to determine the effectiveness of this strategy?
Bi-weekly assessments, data from the Raz Kids Program, review district common assessments.

Who is responsible for monitoring implementation of this strategy?
Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michael Moss	Principal
Godfrey Watson	Assistant Principal
Lisa Foushee	Media Specialist
Linda Michael	Literacy Teacher
Katie Hamm	Kindergarten Teacher
Sharon Gage	First Grade Teacher

Cammie Fowler	Second Grade Teacher
Laura Beatty	Third Grade Teacher
Shari Dirks	Fourth Grade Teacher
Stephanie Willis	Fifth Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT will meet quarterly to discuss school literacy needs, interventions, programs, and resources. Additional meetings will be called as needed.

What will be the major initiatives of the LLT this year?
Improve classroom libraries with a special emphasis on supporting CCSS. Implementation of the College of William and Mary Literacy Units for the magnet program. Review literacy interventions for students not meeting grade level expectations.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
During PLCs, discussions will occur to develop ideas how specialists and teachers not directly assigned to language arts classes can incorporate strategies to support literacy.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Guidance Counselor will serve as a support to parents providing resources for preparation. The Ridgecrest 360 initiative works with local agencies providing pre-k instruction to help prepare students for transitioning into Kindergarten. Two parent workshop will be held during the year stressing strategies to prepare for Kindergarten.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	80%
American Indian				
Asian	93%		No	94%
Black/African American	43%		No	48%
Hispanic	67%		No	70%
White	91%		No	92%
English language learners				
Students with disabilities	52%		No	57%
Economically disadvantaged	56%		No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		16%	25%
Students scoring at or above Achievement Level 4		52%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		57%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		14%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		7%	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		57%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%		No	77%
American Indian				
Asian	95%		No	96%
Black/African American	41%		No	47%
Hispanic	48%		No	54%
White	89%		No	90%
English language learners				
Students with disabilities	48%		No	53%
Economically disadvantaged	50%		No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		17%	25%
Students scoring at or above Achievement Level 4		45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		44%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		16%	25%
Students scoring at or above Achievement Level 4		53%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	158	17%	10%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	1%
Students who are not proficient in reading by third grade		35%	25%
Students who receive two or more behavior referrals	101	12%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	57	5%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

To increase parent involvement, monthly All Pro Dad and iMOM breakfasts will continue. PTA and SAC are assertively recruiting families from the local community to participate. Outreach efforts conducting parent workshops in Rainbow Village and at school providing dinner will take place quarterly. The Ridgecrest 360 Community Committee will continue building relationships and connections to support the students and families of Ridgecrest Elementary School. Weekly community phone calls, newsletters, and working with local community partners will keep parents informed about school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Local Ridgecrest school community		25%	75%

Area 10: Additional Targets

Description of additional targets
Implement a school-wide character education program incorporating the Core Essentials Program, CHAMPS, Olweus, and Character Education Partnership (CEP) strategies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All Ridgecrest Students		50%	100%

Goals Summary

Goal #1:
To increase the percentage of students scoring Level 3 and above on FCAT from 68% to 80% and increase the percentage of African-American students scoring Level 3 and above on FCAT from 28% to 60%.

Goal #2:
To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.

Goal #3:
Increase the number of students scoring Level 3 and above on FCAT from 63% to 75%.

Goal #4:
Reduce the number of discipline referrals from 2012-13 to 2013-14 school year by 50%.

Goal #5:
Increase parent involvement by 40% representing 75% of school families.

Goal #6:
Increase student attendance by 25% and reduce tardiness by 25%.

Goal #7:
Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.

Goals Detail

Goal #1:	**To increase the percentage of students scoring Level 3 and above on FCAT from 68% to 80% and increase the percentage of African-American students scoring Level 3 and above on FCAT from 28% to 60%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness • Writing
Resources Available to Support the Goal	• Literacy Coach, Professional Learning Communities, District Professional Development Resources
Targeted Barriers to Achieving the Goal	• Time for planning and professional development.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Goal #2:	**To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.**

Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• District supported professional development, training materials.
Targeted Barriers to Achieving the Goal	• TIme for planning and professional development.

Plan to Monitor Progress Toward the Goal

Action:
Strategies observed

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Goal #3:	**Increase the number of students scoring Level 3 and above on FCAT from 63% to 75%.**

Targets Supported	• Science
	• Science - Elementary School
Resources Available to Support the Goal	• District Staff Developers, Curriculum Materials

| **Targeted Barriers to Achieving the Goal** | • Time for planning and professional development. |

Plan to Monitor Progress Toward the Goal

Action:
Instructional practices and student achievement

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

| **Goal #4:** | **Reduce the number of discipline referrals from 2012-13 to 2013-14 school year by 50%.** |

Targets Supported	• Additional Targets
Resources Available to Support the Goal	• District
Targeted Barriers to Achieving the Goal	• Staff Training

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Walkthroughs, PLCs, Data

| **Goal #5:** | **Increase parent involvement by 40% representing 75% of school families.** |

Targets Supported	• Parental Involvement
Resources Available to Support the Goal	• District and community resources.
Targeted Barriers to Achieving the Goal	• TIme and communication

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Data reviews

Goal #6:	Increase student attendance by 25% and reduce tardiness by 25%.
Targets Supported	• EWS • EWS - Elementary School
Resources Available to Support the Goal	• District and community
Targeted Barriers to Achieving the Goal	• Time and resources

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Data reviews

Goal #7:	Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• District and school.
Targeted Barriers to Achieving the Goal	• Time and training.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Walkthroughs, PLCs, Data

Action Plan for Improvement

Goal #1:	To increase the percentage of students scoring Level 3 and above on FCAT from 68% to 80% and increase the percentage of African-American students scoring Level 3 and above on FCAT from 28% to 60%.
Barrier #1:	Time for planning and professional development.
Strategy #1 to Overcome the Barrier	All teachers trained in effective instructional techniques for teaching literacy.

Step #1 to Implement Strategy #1

Action:
Professional Development

Person or Persons Responsible:
Instructional Staff

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion
Walkthroughs, PLCs, Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Person or Persons Responsible:
Administration
Target Dates or Schedule:
Throughout Year
Evidence of Completion:
Walkthroughs, PLCs, Data

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #6
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #7
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #7 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #7 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.
Barrier #1:	TIme for planning and professional development.
Strategy #1 to Overcome the Barrier	Implement book study in PLCs to promote and discuss CCSS and best practices.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Person or Persons Responsible:
Instructional Staff

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Facilitator:

Participants:
Instructional Staff

Step #2 to Implement Strategy #1

Action:

Person or Persons Responsible:
Instructional Staff

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion
Walkthroughs, PLCs, Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year.

Evidence of Completion:
Walkthroughs, PLCs, Data

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.
Barrier #1:	TIme for planning and professional development.
Strategy #3 to Overcome the Barrier	For magnet teachers, work with Gifted Supervisor to increase rigor and differentiation with Everyday Math Curriculum.

Step #1 to Implement Strategy #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #6
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #7
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #7 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #7 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase the number of students scoring Level 3 and above on FCAT from 63% to 75%.
Barrier #1:	Time for planning and professional development.
Strategy #1 to Overcome the Barrier	Provide curriculum training on CCSS and use of the 5Es modal for instructional delivery.

Step #1 to Implement Strategy #1

Action:
Professional development

Person or Persons Responsible:
Instructional Staff

Target Dates or Schedule:
Organize training

Evidence of Completion:
Walkthroughs, PLCs, Data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion
Walkthroughs, PLCs, Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Best practices used

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout Year

Evidence of Completion:
Walkthroughs, PLCs, Data

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #6
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Reduce the number of discipline referrals from 2012-13 to 2013-14 school year by 50%.
Barrier #1:	Staff Training
Strategy #1 to Overcome the Barrier	Train staff on CHAMPS strategies and character education.

Step #1 to Implement Strategy #1

Action:
Training
Person or Persons Responsible:
Administration
Target Dates or Schedule:
Throughout year
Evidence of Completion:
Walkthroughs, PLCs, Data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Person or Persons Responsible:
Administration
Target Dates or Schedule:
Throughout Year
Evidence of Completion
Walkthroughs, PLCs, Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Person or Persons Responsible:
Administration
Target Dates or Schedule:
Throughout year
Evidence of Completion:
Walkthroughs, PLCs, Data

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase parent involvement by 40% representing 75% of school families.
Barrier #1:	TIme and communication
Strategy #1 to Overcome the Barrier	Work with PTA, SAC, and Ridgecrest 360 to provide families with trainings and school related opportunities for involvement.

Step #1 to Implement Strategy #1

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion
Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Data

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Increase student attendance by 25% and reduce tardiness by 25%.
Barrier #1:	Time and resources
Strategy #1 to Overcome the Barrier	Provide at-risk students with mentors.

Step #1 to Implement Strategy #1

Action:

Person or Persons Responsible:
Social Worker

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Monitor data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion
Data reviews

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Data review

Action Step(s) Missing for Goal #6, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #7:	Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.
Barrier #1:	Time and training.
Strategy #1 to Overcome the Barrier	Character Education Team meets monthly.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Walkthroughs, PLCs, Data

Facilitator:

Participants:
Administration

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion
Walkthroughs, PLCs, Data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Throughout year

Evidence of Completion:
Walkthroughs, PLCs, Data

Action Step(s) Missing for Goal #7, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #7, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #7, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #7, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

The school leadership and operations team meets weekly discussing school goals. Additionally, SAC meets monthly reviewing progress and discussing use of school funds.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #2: To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.

Barrier #1: TIme for planning and professional development.

Strategy #1: Implement book study in PLCs to promote and discuss CCSS and best practices.

Action Step #1:

Facilitator leader

Participants
Instructional Staff

Target dates or schedule
Throughout Year

Evidence of Completion and Person Responsible for Monitoring
Walkthroughs, PLCs, Data
(Person Responsible: Instructional Staff)

Goal #7: Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.

Barrier #1: Time and training.

Strategy #1: Character Education Team meets monthly.

Action Step #1:

Facilitator leader

Participants
Administration

Target dates or schedule
Throughout year

Evidence of Completion and Person Responsible for Monitoring
Walkthroughs, PLCs, Data
(Person Responsible: Administration)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #2	To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.	$3,000
Goal #7	Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.	$500
	Total	$3,500

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Total
SIP Funds	$3,000	$3,000
SIP	$500	$500
Total	$3,500	$3,500

Budget Detail

Goal #2: To increase the number of students scoring Level 3 and above on FCAT from 61% to 75%.

Barrier #1: TIme for planning and professional development.

Strategy #1: Implement book study in PLCs to promote and discuss CCSS and best practices.

Action Step #1:

Resource Type	Professional Development
Resource	Math in PLCs Book
Funding Source	SIP Funds
Amount Needed	$3,000

Goal #7: Increase the implementation of character education across the entire school with 100% of staff supporting and providing students with opportunities to practice our core values.

Barrier #1: Time and training.

Strategy #1: Character Education Team meets monthly.

Action Step #1:

Resource Type	Professional Development
Resource	Character Education Partnership Strategies
Funding Source	SIP
Amount Needed	$500