Park Ridge Elementary School

needs assessment effective leadership strategies resources ambitious instruction supportive environment 8-Step problem solving step zero school improvement students college and career planning community involvement public and strategic goals building relationships increased achievement family collaborative teaching mission vision

2015-16 School Improvement Plan

Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Park Ridge Elementary shall be a community that nourishes academic excellence for all students and demonstrates leadership in character development.

Provide the school's vision statement

At Park Ridge Elementary, we are dedicated to our students, their families, and our community by fostering respect, leadership and lifelong learning in an environment that is safe, secure, and incorporates an innovative, hands-on approach to learning.

School Environment

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

Our school wide "Positive Culture Plan" which was developed as a result of a collaboration between stakeholders, outlines expectations for how all individuals within the school and school community interact with one another. This plan is based on three core beliefs:
1. The need to be Proactive- this is the driving force behind the high expectations we set for ourselves and for our students. It encompasses all aspects of professional development and our student achievement goals.
2. The need to be respectful- this includes respect for self, respect for others and respect for the environment. This second core belief helps Park Ridge create a culture of caring and sharing, collaboration, and personal responsibility- we are working to help students understand that they need to own their actions.
3. The need to be inclusive- this core belief helps us recognize that everyone plays a role in student achievement, therefore, every voice counts. Creating regular opportunities for all stakeholders to be involved in decision making is key to being inclusive, so monthly community forums will provide opportunities for families to be involved. Additionally, it is vital for all administration and staff to be sensitive to the cultural diversity of our families, ensuring that we provide information through various mediums, in different languages, and to create a variety of opportunities for them to become involved in the school.
We are bringing our Positive Culture Plan to our stakeholders through a series of community forums designed to provide opportunities for parents and community members to meet with the leadership team in order to provide input and feedback that will help us design our Stakeholder Involvement program. In addition, prior to the opening of school, Park Ridge hosted a Meet and Greet to enable parents to meet their child's teacher, an Open House is scheduled in September. Park Ridge also hosted a community event where all parents and members of our community were invited in to meet the administrative team. Parents were invited to share concerns and suggestions to better address their needs and the needs of their children. Additional Parent Academy Nights are planned to provide information to parents related to all areas of the curriculum. An additional feature of these Parent Academy events will be the inclusion of seminars designed to provide parents with information and access to community resources, financial planning, tax services, and career counseling to name a few. These parent interest sessions are designed to make the school a "house of learning" for all while providing parents with information that is of interest to them.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Park Ridge is committed to promoting safety and respect, which is essential for teaching and learning. The school is also committed to reinforcing positive tenants of character education where the students are able to incorporate and model monthly expectations throughout the school year. Regular assemblies will be held throughout the year all of which are designed to reinforce the core beliefs embedded in our school-wide Positive Culture plan. The kick off this year featured interactive presentations that were designed to share school wide expectations for behavior and discipline. Additionally, the Intermediate students participated in "Making Good Choices" session presented by Rev. Holt, a community leader and motivational speaker. The school also supports the anti-bullying policy by providing a variety of programs held by the School Resource Deputy, Guidance Counselor, and Administration. The YMCA aftercare providers utilize the same school-wide behavior plan and all counselors have been trained by school staff so that they are speaking the same language and utilizing the same plan in the afternoon that the students are using during the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Park Ridge's Positive Behavior Plan is implemented school wide. Each team of teachers had at least one representative on the team that designed the school-wide plan. Once the plan was drafted parents and other stakeholders provided input to the plan. The final draft was presented to staff members at an orientation that took place during pre-planning week. Members of the Positive Culture Committee and Guidance conducted the orientation. To ensure continued successful implementation, a brief review of the Positive Culture Plan and our "GOLD" expectations will be reviewed on a regular basis with posters hung in every room and throughout the school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Park Ridge Elementary ensures the social - emotional needs of all students through a student mentoring Program, guidance sessions, and Mentoring by the School Resource Deputy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Park Ridge Elementary will offer the following activities to encourage and support parents in more fully participating in the education of their children:
Title I Parent Resource Library- Inform parents of this available service by newsletter, school's website, and parent link.
Classroom and School Website will be used to communicate with parents and encourage parental support.
The Reading Oasis Room will be available to promote community involvement. The Reading Oasis Room will be equipped with a technology station to assist parents with completing online volunteer applications.
Annual Title I Public Meeting will assist parents with completing online volunteer application process.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Park Ridge has established a Partnership Committee designed to help recruit, manage, and recognize partnerships. Administration has invited leaders of churches and organizations in to the school to become part of our community forums and to participate in school events. We have established partnerships with the local chapter of the Kiwanis to help recruit additional partnerships. Area businesses including Target, CVS, and Valic Financial have provided student incentives and rewards as well as providing services to students, staff and the community. Our partnership with Discovery Education has included systemic involvement in the development of our STEM program. We will continue to expand partner relationships throughout the year in order to support our students and our community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Balchunas, Joseph	Principal
Manville, Arlene	Assistant Principal
Markavich, Galina	Instructional Coach
Turner, Susan	Instructional Coach
TIme, Marjorie	Guidance Counselor
Whitehead, Samantha	Assistant Principal
Marshall, Debbie	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership team, made up of administrators and support staff, is responsible for collecting and analyzing critical information and data trends related to student performance and teacher effectiveness. This information will help frame the development and modification of the school improvement plan. This team is also responsible for identifying the appropriate resources to provide essential interventions targeting the students' social, emotional, and academic needs. This team, working collaboratively with stakeholders, facilitates the development and refinement of the school improvement plan. Members of this leadership team form sub committees with other stakeholders in order to ensure diverse viewpoints are reviewed in the decision making process. These subcommittees include the RtI team, PLC Leaders, Team Leaders, the Positive Culture Committee, SAC/ SAF, and PTA.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Park Ridge has several layers of leadership designed to build leadership capacity and involve teachers leaders, parents, and all stakeholders in share decision making. The Leadership team is made up of administration and support staff; including the guidance counselor, the ESE specialist, the reading coach and other instructional coaches. Members of the support staff are also part of our RTI Team and serve as case managers so that our staff has a member of the leadership team specifically assigned to help them address concerns that they have for students. The RtI team assists with the alignment of our resources to provide support to the teacher(s) to increase student achievement. RTI is a process including the provision of systematic, research-based instruction and interventions for struggling learners. RTI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The role of the school-based RTI Team is to meet bi-weekly to address teachers' concerns about struggling students and to help design intervention plans. The RtI Specialist will coordinate the meetings and ensure fidelity of implementation. The team will collaborate on students as they move through a tiered system. At the first tier, teachers will present their student cases, behavioral or academic, at their weekly team meetings with the intent of collaborating on interventions for student success. This collaboration will be documented on the team leader's weekly team log. The teacher(s) will document the progress of the intervention. If the interventions do not lead to success after ample time, the student moves to the next tier. At Tier 2, the teacher(s) will present his/her student case along with the documented interventions to the RTI team. At this meeting, the team will assist with providing research-based

interventions and/or support. Teachers will keep anecdotal records on the student and quantitative data will be collected to document the intervention implementation. The RtI Specialist will schedule a follow up meeting in six weeks. During the six weeks, a team appointed designee monitors the student's progress. At the six-week meeting, the RTI Team will review the academic data and anecdotal to determine the next step. Depending on the data situation, additional interventions and support can be suggested or the student can move to Tier 3. At Tier 3, the process is intensified. A determination will be made to move forward with further evaluation. Members of the RTI Team will work with all grade levels to discuss students in need of intervention. The team will meet weekly using the Florida Continuous Improvement Model (FCIM) as the functioning guide. The team will analyze student academic and behavioral data, discussing trends, strength and weakness while brainstorming strategies for improvement. The coaches will disseminate information at grade level meetings and individual conferences with teachers.

Another layer of school leadership are Team Leaders. Each grade level team, including our Head start program and specials, has a representative to serve as the team leader. The team leaders meet monthly with the leadership team to discuss all aspects of school operation. Team leaders have input on school-based decisions and act in the interest of their team. Many of the decisions that directly impact students and teachers are made at these meetings. This collaborative decision making ensures that those directly responsible for delivering instruction have a voice in the decisions that will impact students.

Head Start teacher will conduct at least two home visits, and hold joint parent meeting to discuss transitioning and overall academic progression.

Students with disabilities will receive academic, social, and/or behavioral support as identified during the IEP with parent input. Parents will work in collaboration with ESE teachers to help ESE students prepare for social and emotional development, independent function, and communication effectiveness.

The ELL instructional program promotes students' English language proficiency and mastery of academic content at the same time by integrating subject areas with language objectives.

Parent participation and involvement is encourage and care is taken to ensure that opportunities to participate in activities is disseminated in multiple languages. Additionally. parents and stakeholders will be provided with grade specific FSA instructional strategies, brochures/handouts, and resource websites that can be utilized at home to improve academic performance.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joseph Balchunas	Principal
Sherry Barkey	Teacher
Susan Turner	Teacher
Josh Yesner	Teacher
Marjorie Time	Education Support Employee
Gabriel Hurst	Education Support Employee
Debra Swain	Education Support Employee
Kenneth Schneider	Business/Community
Cody Koletic	Business/Community
Bonnie Nyachae	Parent
Quantel Wallace	Parent
Carolyn Whitfield	Parent
Cobie Tai	Parent
Peony Cherenfant	Parent
Heather Breighner	Parent
Betty Hector	Parent
Jessica Seevers	Parent
Jamessema Nero	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Schools Advisory Council's function is to assist in the process of developing the School improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The SAC works collaboratively with the school and community to monitor the implementation of the school improvement plan.
Each school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). The school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

Development of this school improvement plan

The School Advisory Council's function is to assist in the process of developing the School Improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The SAC gave suggestions and feedback on the schools current goals. They served as a link between the school and the local community.

Preparation of the school's annual budget and plan

Subcommittees of the SAC Team will be formed to investigate various educational support and enrichment opportunities for students. These committees will report to the entire SAC committee.

Those activities and opportunities that are identified to provide the greatest positive impact we be used.

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

Training and targeted instructional materials $3,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

All members of the staff and administration are new to the school. No records from previous years are available and the parents and participants that were part of the SAC last year are no longer at the school. We will be convening a meeting with parents and stakeholders on September 10th to elect new members of the SAC team in order to ensure that we have an appropriate representation of school vs. non school employees. By the end of September, we will be in compliance with the requirements.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Balchunas, Joseph	Principal
Whitehead, Samantha	Assistant Principal
Markavich, Galina	Instructional Coach
Turner, Susan	Instructional Coach
Marshall, Debbie	Teacher, ESE
TIme, Marjorie	Guidance Counselor
Shelton, Lesley	Teacher, K-12
Kaya, Sevil	Teacher, PreK
Bradley, Bettina	Teacher, K-12
Gray, Linda	Teacher, K-12
McInerney, Michael	Teacher, K-12
Tomaiolo, Lisa	Teacher, K-12
Marsh, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Participate actively in literacy focused Data Chats
• Use data to analyze the effectiveness of instruction and to redesign instruction and resources to meet the student's instructional and intervention needs.
• Support the school wide implementation of the Comprehensive Core Reading Program and scientifically based reading instruction and strategies with fidelity
• Participate in ongoing literacy dialogue with peers.
• Create and share activities that promote literacy, including School wide Accelerated Reader Plan

• Participate in classroom demonstrations and modeling of strategies.
• Mentor new teachers and teachers new to grade level.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers all have common planning time built into the schedule to promote collaborative planning and instruction. Teachers are given opportunities to share best practice through bi-weekly PLC's.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The following strategies will be utilized to recruit and retain highly qualified teachers:
Ongoing professional development by the leadership team.
Mentoring/Coaching/Modeling conducted by Team Leaders and Curriculum Coach.
Weekly team meetings to provide support to Park Ridge's Faculty conducted by Team Leaders
Support staff members are assigned to faculty as a resource.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers will be assigned a Ness certified mentor and participate in the monthly Ness Community meetings held onsite.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All students were given beginning of the year assessments that were district approved and aligned with the FSA. Based on the results of those assessments, core curricular instructional programs were identified that would strategically target students areas of weakness. All programs selected were part of the state adopted resources, on the districts struggling reader/ math charts, or are research based to support standards based instruction. For all students in primary grades, intensive primary phonics instruction has been included as part of core reading program in order to improve phonemic awareness skills. Additional work in phonics and phonemic awareness is part of Tier 2 interventions for students that continue to show a deficit in this area. Data from on-going progress monitoring of all students using standards based assessment will be used by the LLT in order to continue to meet the needs of all students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We began the year doing a root cause analysis to determine the factors that may be contributing to poor student performance in general in order to determine the deepest underlying factors contributing to academic deficits. Teams worked to address students not receiving serves for ESE and ELL.

Teachers then used a common formative assessment in order to collect base line data during the first few weeks of school. Following the Data Team process, teachers and the leadership team used this data to identify specifics strengths and weakness for students, as well as, identifying any potential barriers to success. Strategic goals (both short term and long range), which were specific, measurable, ambitious and relevant, were established for students performing below level, at-level, and above level. The team then identified resources and strategies for each goal and established a specific time line for implementation. Specific result indicators were also identified to determine if adequate progress is being made. On-going progress monitoring using common formative assessments will be done to monitor progress on both long-range and short-term goals. Adjustments will be made to instructional strategies based on progress as determined by the assessments. Students identified as above level, that have abilities that can not be met through enrichment within the class or grade level, will participate in a "walk to learn"program and will receive instruction with the grade level above their current placement. Students performing significantly above grade level will have the opportunity to explore mid-year or full year promotion following the districts promotion criteria.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

The extended school day will provide remediation and enrichment activities to increase proficiency in all subjects. Teachers will collaborate to homogeneously group students in their grade level based on common formative assessment data. Once these groups are formed, specific skills instruction will provide intensive remediation for those students with skills deficits and enrichment for those students that are functioning on grade level.

Strategy Rationale

Intensive skills instructional groups will rotate based on skills needing to be addressed. This allows for individualizing instruction based on needs and utilizes the skills and strengths of all the teachers on the grade level team.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Turner, Susan, susan.h.turner@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed through weekly mini benchmark assessments and monthly assessments including BAF I and BAF II.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

The Pre-School Program at Park Ridge Elementary is designed to transition pre-school children to local elementary school programs. Our pre-school teachers incorporate the curricular facets of Kindergarten with many early childhood activities. It is through the pre-school program that many students advance to the upper level Kindergarten classes. Our teachers incorporate teaching strategies in a myriad of unique ways including the use of field trips. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, and cultural background.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all instructional staff embed cross-curricular research based reading strategies and interventions into their classroom instruction in all content areas, then student percentile rankings on the state reading assessments will increase by at least ten percentile points.

G2.   If all staff members utilize the school-wide Positive Culture Plan to implement the expectations related to how we engage all stakeholders in our environment, then the improved stakeholders' perception of school culture will result in an increase in parent involvement and a decrease student behavior referrals.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all instructional staff embed cross-curricular research based reading strategies and interventions into their classroom instruction in all content areas, then student percentile rankings on the state reading assessments will increase by at least ten percentile points. 1a

🔑 G074669

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	20.0

Resources Available to Support the Goal 2

- Some research based reading intervention programs; Achieve 3000 site licenses; a Reading coach with knowledge of and experience in reading interventions programs; Journeys curriculum.

Targeted Barriers to Achieving the Goal 3

- Knowledge of appropriate resources to support the implementation of research based reading strategies and interventions.

- Ensuring all teachers are adequately prepared to deliver effective cross-curricular reading strategies and interventions.

Plan to Monitor Progress Toward G1. 8

Reading Assessments from the Journeys series, as well as assessment data collected from Iready, and other intervention programs will be collected.

Person Responsible
Samantha Whitehead

Schedule
Monthly, from 9/18/2015 to 5/30/2016

Evidence of Completion
Data spreadsheets

G2. If all staff members utilize the school-wide Positive Culture Plan to implement the expectations related to how we engage all stakeholders in our environment, then the improved stakeholders' perception of school culture will result in an increase in parent involvement and a decrease student behavior referrals.

1a

🔍 G074670

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	100.0
2+ Behavior Referrals	-10.0

Resources Available to Support the Goal 2

- Positive Culture Team

- District support to remodel the facility

- Translators

- Community Liaisons

- Partnership Liaisons

- New Leadership/ New Staff

Targeted Barriers to Achieving the Goal 3

- Overcoming prior negative perceptions of the school

- Disengaged stakeholders

Plan to Monitor Progress Toward G2. 8

Provide stakeholders with surveys and feedback forms in order to assess progress towards meeting the improvement goal.

Person Responsible
Joseph Balchunas

Schedule
Quarterly, from 7/15/2015 to 6/15/2016

Evidence of Completion
Community/ Stakeholder feedback forms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. If all instructional staff embed cross-curricular research based reading strategies and interventions into their classroom instruction in all content areas, then student percentile rankings on the state reading assessments will increase by at least ten percentile points. [1]

🔍 G074669

G1.B1 Knowledge of appropriate resources to support the implementation of research based reading strategies and interventions. [2]

🔍 B195003

G1.B1.S1 Identify the resources needed to effectively implement research- based reading strategies and interventions. [4]

🔍 S206592

Strategy Rationale

Must identify needs before you can evaluate availability of resources.

Action Step 1 [5]

Collect student achievement data in order to identify areas of weakness.

Person Responsible

Galina Markavich

Schedule

Quarterly, from 8/26/2015 to 5/31/2016

Evidence of Completion

Teachers will compile all assessment data in a quarterly data spreadsheet to be used during data chats and all Literacy Team discussions.

Action Step 2 `5`

Based on areas of weakness identified using student achievement data, identify research based reading strategies and interventions needed to address the weaknesses.

Person Responsible

Galina Markavich

Schedule

Quarterly, from 8/26/2015 to 5/31/2016

Evidence of Completion

Reading Coach will create an alignment chart to identify resources that can be used to improve areas of weakness.

Action Step 3 `5`

Administration, instructional coaches, and team leaders will assess materials available in the school in order to ensure that adequate resources are available and will note any deficiencies.

Person Responsible

Samantha Whitehead

Schedule

Monthly, from 9/2/2015 to 5/30/2016

Evidence of Completion

List of available resources and those needed to be revised monthly.

Action Step 4 `5`

Administration will procure appropriate resources through district resources, school budget resources, grants, and partnerships.

Person Responsible

Joseph Balchunas

Schedule

Monthly, from 9/2/2015 to 5/30/2016

Evidence of Completion

School Budget

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration working with the Literacy Team will meet monthly to review all aspects of the literacy instructional program.

Person Responsible

Joseph Balchunas

Schedule

Monthly, from 9/18/2015 to 5/20/2016

Evidence of Completion

Literacy Team minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Reading Coach will be assisting with the analysis of literacy data to ensure that student needs are being appropriately addressed.

Person Responsible

Samantha Whitehead

Schedule

Monthly, from 9/18/2015 to 5/30/2016

Evidence of Completion

Data Chat forms

G1.B2 Ensuring all teachers are adequately prepared to deliver effective cross-curricular reading strategies and interventions. 2

🔑 B195004

G1.B2.S1 Provide teachers with specialized training and support. 4

🔑 S206593

Strategy Rationale

Essential for building teacher capacity and effectiveness in the delivery of reading instructional strategies and interventions.

Action Step 1 5

Provide teachers with a list of interventions and research based strategies that are appropriate for students based on the needs identified through data collection.

Person Responsible

Susan Turner

Schedule

Biweekly, from 9/3/2015 to 5/30/2016

Evidence of Completion

The document offered to teachers

Action Step 2 5

Conduct a needs assessment of staff in order to identify their understanding and comfort level with the strategies and interventions they will need to utilize.

Person Responsible

Susan Turner

Schedule

Quarterly, from 9/3/2015 to 5/2/2016

Evidence of Completion

The completed questionnaires returned from the faculty.

Action Step 3 5

Based on needs assessment, conduct trainings, PLC, and model lessons for staff members on the use of and implementation of reading interventions and reading strategies

Person Responsible

Susan Turner

Schedule

Weekly, from 9/18/2015 to 5/30/2016

Evidence of Completion

PLC agendas, training artifacts.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly Team meetings will take place to ensure that teachers are aware of and utilizing the appropriate interventions and strategies.

Person Responsible

Samantha Whitehead

Schedule

Monthly, from 9/18/2015 to 5/30/2016

Evidence of Completion

Team leader minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of data will determine if student achievement is increasing, walk throughs by administration will determine teacher effectiveness.

Person Responsible

Joseph Balchunas

Schedule

Weekly, from 9/3/2015 to 5/30/2016

Evidence of Completion

Student data and teacher evaluations

G2. If all staff members utilize the school-wide Positive Culture Plan to implement the expectations related to how we engage all stakeholders in our environment, then the improved stakeholders' perception of school culture will result in an increase in parent involvement and a decrease student behavior referrals. [1]

G074670

G2.B1 Overcoming prior negative perceptions of the school [2]

B195005

G2.B1.S1 Engage all stakeholders in identifying and addressing negative perceptions in order to improve the culture of the school. [4]

S206594

Strategy Rationale

We need to understand what perceptions exist in order to effectively address them at the school.

Action Step 1 [5]

Conduct Community Forum meetings with various stakeholder groups in order to provide stakeholders with the opportunity to share perceptions, observations, recommendations, and feedback addressing all aspects of the school culture.

Person Responsible

Joseph Balchunas

Schedule

Monthly, from 7/15/2015 to 6/15/2016

Evidence of Completion

Community Forum Calendar, sign in sheets, and feedback/ record form, and artifacts from meetings.

Action Step 2 [5]

Meet with Leadership team, staff, and Positive Culture Team in order to take actions to address concerns based on these community forums.

Person Responsible

Arlene Manville

Schedule

Monthly, from 9/4/2015 to 6/1/2016

Evidence of Completion

Meeting artifacts which may include; meeting agendas, minutes, and PowerPoint presentations.

Action Step 3 5

Show stakeholders evidence that we have taken actions based on their stated concerns by inviting them to tour our facility, participate in events, and attend trainings with staff.

Person Responsible

Joseph Balchunas

Schedule

Quarterly, from 8/11/2015 to 5/1/2016

Evidence of Completion

Artifacts to include flyers, programs, meeting agendas, and sign in sheets.

Action Step 4 5

Have staff members and community liaison visit stakeholders in their environment- at churches, in the community, and visit homes in order to engage in open dialogue about the school and students.

Person Responsible

Galina Markavich

Schedule

Quarterly, from 8/19/2015 to 5/15/2016

Evidence of Completion

Artifacts to include Schedule and calendars.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review calendar of stakeholder events to ensure that meetings are taking place according to the timeline and review actions that have been taken based on these recommendations. This is to be done at leadership meetings.

Person Responsible

Arlene Manville

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Minutes from leadership meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administration and Positive Culture team will conduct quarterly Stakeholder Feedback surveys and review results in order to determine level of improvement in perception.

Person Responsible

Galina Markavich

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Stakeholder Feedback data.

G2.B2 Disengaged stakeholders `2`

🔑 B195006

G2.B2.S1 Invite teachers, students, parents, and community members to contribute to the developmet of the school-wide Positive Culture Plan `4`

🔑 S206595

Strategy Rationale

Increase stakeholder buy-in and improve likelihood that the plan will be implemented with fidelity.

Action Step 1 `5`

Share Mission and vision with the staff, and invite them to develop the Core Beliefs

Person Responsible

Samantha Whitehead

Schedule

Daily, from 8/3/2015 to 8/7/2015

Evidence of Completion

Copy of the Core Beliefs

Action Step 2 5

Based on the Core Beliefs, develop a Positive Culture Plan- having at least one representative from each team on the Positive Culture Team.

Person Responsible

Samantha Whitehead

Schedule

Daily, from 8/10/2015 to 8/14/2015

Evidence of Completion

Draft of the positive culture plan

Action Step 3 5

Share Positive Culture Plan with the rest of the staff to gain feedback and input.

Person Responsible

Samantha Whitehead

Schedule

On 8/18/2015

Evidence of Completion

The Positive Culture Plan

Action Step 4 5

Share the plan with parents and stakeholders at meetings taking place on 8/26; 9/10- SAC; and at Open House on 9/30.

Person Responsible

Joseph Balchunas

Schedule

On 9/30/2015

Evidence of Completion

Copies of presentation shared.

Action Step 5 5

Conduct a community meeting with parents over the summer in order to identify their biggest areas of concern.

Person Responsible

Joseph Balchunas

Schedule

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor parent involvement data to ensure that parents are attending events. Contact parent reps to determine root cause if numbers are not increasing.

Person Responsible

Samantha Whitehead

Schedule

Quarterly, from 9/30/2015 to 5/30/2016

Evidence of Completion

Data and evidence of feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review student referral data as compared to previous years. Compare parent involvement data as compared to previous years.

Person Responsible

Samantha Whitehead

Schedule

Quarterly, from 9/30/2015 to 5/30/2016

Evidence of Completion

Parent feedback forms; customer service data; and referral data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collect student achievement data in order to identify areas of weakness.	Markavich, Galina	8/26/2015	Teachers will compile all assessment data in a quarterly data spreadsheet to be used during data chats and all Literacy Team discussions.	5/31/2016 quarterly
G1.B2.S1.A1	Provide teachers with a list of interventions and research based strategies that are appropriate for students based on the needs identified through data collection.	Turner, Susan	9/3/2015	The document offered to teachers	5/30/2016 biweekly
G2.B1.S1.A1	Conduct Community Forum meetings with various stakeholder groups in order to provide stakeholders with the opportunity to share perceptions, observations, recommendations, and feedback addressing all aspects of the school culture.	Balchunas, Joseph	7/15/2015	Community Forum Calendar, sign in sheets, and feedback/ record form, and artifacts from meetings.	6/15/2016 monthly
G2.B2.S1.A1	Share Mission and vision with the staff, and invite them to develop the Core Beliefs	Whitehead, Samantha	8/3/2015	Copy of the Core Beliefs	8/7/2015 daily
G1.B1.S1.A2	Based on areas of weakness identified using student achievement data, identify research based reading strategies and interventions needed to address the weaknesses.	Markavich, Galina	8/26/2015	Reading Coach will create an alignment chart to identify resources that can be used to improve areas of weakness.	5/31/2016 quarterly
G1.B2.S1.A2	Conduct a needs assessment of staff in order to identify their understanding and comfort level with the strategies and interventions they will need to utilize.	Turner, Susan	9/3/2015	The completed questionnaires returned from the faculty.	5/2/2016 quarterly
G2.B1.S1.A2	Meet with Leadership team, staff, and Positive Culture Team in order to take actions to address concerns based on these community forums.	Manville, Arlene	9/4/2015	Meeting artifacts which may include; meeting agendas, minutes, and PowerPoint presentations.	6/1/2016 monthly
G2.B2.S1.A2	Based on the Core Beliefs, develop a Positive Culture Plan- having at least one representative from each team on the Positive Culture Team.	Whitehead, Samantha	8/10/2015	Draft of the positive culture plan	8/14/2015 daily
G1.B1.S1.A3	Administration, instructional coaches, and team leaders will assess materials available in the school in order to ensure that adequate resources are available and will note any deficiencies.	Whitehead, Samantha	9/2/2015	List of available resources and those needed to be revised monthly.	5/30/2016 monthly
G1.B2.S1.A3	Based on needs assessment, conduct trainings, PLC, and model lessons for staff members on the use of and implementation of reading interventions and reading strategies	Turner, Susan	9/18/2015	PLC agendas, training artifacts.	5/30/2016 weekly
G2.B1.S1.A3	Show stakeholders evidence that we have taken actions based on their stated concerns by inviting them to tour our facility, participate in events, and attend trainings with staff.	Balchunas, Joseph	8/11/2015	Artifacts to include flyers, programs, meeting agendas, and sign in sheets.	5/1/2016 quarterly
G2.B2.S1.A3	Share Positive Culture Plan with the rest of the staff to gain feedback and input.	Whitehead, Samantha	8/18/2015	The Positive Culture Plan	8/18/2015 one-time
G1.B1.S1.A4	Administration will procure appropriate resources through district resources, school budget resources, grants, and partnerships.	Balchunas, Joseph	9/2/2015	School Budget	5/30/2016 monthly
G2.B1.S1.A4	Have staff members and community liaison visit stakeholders in their	Markavich, Galina	8/19/2015	Artifacts to include Schedule and calendars.	5/15/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	environment- at churches, in the community, and visit homes in order to engage in open dialogue about the school and students.				
G2.B2.S1.A4	Share the plan with parents and stakeholders at meetings taking place on 8/26; 9/10- SAC; and at Open House on 9/30.	Balchunas, Joseph	8/26/2015	Copies of presentation shared.	9/30/2015 one-time
G2.B2.S1.A5	Conduct a community meeting with parents over the summer in order to identify their biggest areas of concern.	Balchunas, Joseph	6/25/2015	Sign in sheets	one-time
G1.MA1	Reading Assessments from the Journeys series, as well as assessment data collected from Iready, and other intervention programs will be collected.	Whitehead, Samantha	9/18/2015	Data spreadsheets	5/30/2016 monthly
G1.B1.S1.MA1	The Reading Coach will be assisting with the analysis of literacy data to ensure that student needs are being appropriately addressed.	Whitehead, Samantha	9/18/2015	Data Chat forms	5/30/2016 monthly
G1.B1.S1.MA1	Administration working with the Literacy Team will meet monthly to review all aspects of the literacy instructional program.	Balchunas, Joseph	9/18/2015	Literacy Team minutes	5/20/2016 monthly
G1.B2.S1.MA1	Review of data will determine if student achievement is increasing, walk throughs by administration will determine teacher effectiveness.	Balchunas, Joseph	9/3/2015	Student data and teacher evaluations	5/30/2016 weekly
G1.B2.S1.MA1	Monthly Team meetings will take place to ensure that teachers are aware of and utilizing the appropriate interventions and strategies.	Whitehead, Samantha	9/18/2015	Team leader minutes	5/30/2016 monthly
G2.MA1	Provide stakeholders with surveys and feedback forms in order to assess progress towards meeting the improvement goal.	Balchunas, Joseph	7/15/2015	Community/ Stakeholder feedback forms	6/15/2016 quarterly
G2.B1.S1.MA1	Administration and Positive Culture team will conduct quarterly Stakeholder Feedback surveys and review results in order to determine level of improvement in perception.	Markavich, Galina	9/30/2015	Stakeholder Feedback data.	6/1/2016 quarterly
G2.B1.S1.MA1	Review calendar of stakeholder events to ensure that meetings are taking place according to the timeline and review actions that have been taken based on these recommendations. This is to be done at leadership meetings.	Manville, Arlene	9/30/2015	Minutes from leadership meetings	6/1/2016 quarterly
G2.B2.S1.MA1	Review student referral data as compared to previous years. Compare parent involvement data as compared to previous years.	Whitehead, Samantha	9/30/2015	Parent feedback forms; customer service data; and referral data	5/30/2016 quarterly
G2.B2.S1.MA1	Monitor parent involvement data to ensure that parents are attending events. Contact parent reps to determine root cause if numbers are not increasing.	Whitehead, Samantha	9/30/2015	Data and evidence of feedback	5/30/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If all instructional staff embed cross-curricular research based reading strategies and interventions into their classroom instruction in all content areas, then student percentile rankings on the state reading assessments will increase by at least ten percentile points.

G1.B2 Ensuring all teachers are adequately prepared to deliver effective cross-curricular reading strategies and interventions.

G1.B2.S1 Provide teachers with specialized training and support.

PD Opportunity 1

Based on needs assessment, conduct trainings, PLC, and model lessons for staff members on the use of and implementation of reading interventions and reading strategies

Facilitator

Ms. Mack- Our Reading Coach; Ms. Turner- Our Math and Science Coach

Participants

All staff memebers

Schedule

Weekly, from 9/18/2015 to 5/30/2016

G2. If all staff members utilize the school-wide Positive Culture Plan to implement the expectations related to how we engage all stakeholders in our environment, then the improved stakeholders' perception of school culture will result in an increase in parent involvement and a decrease student behavior referrals.

G2.B2 Disengaged stakeholders

G2.B2.S1 Invite teachers, students, parents, and community members to contribute to the developmet of the school-wide Positive Culture Plan

PD Opportunity 1

Share Mission and vision with the staff, and invite them to develop the Core Beliefs

Facilitator

Participants

Schedule

Daily, from 8/3/2015 to 8/7/2015

PD Opportunity 2

Share Positive Culture Plan with the rest of the staff to gain feedback and input.

Facilitator

The Positive Culture Team

Participants

The entire staff

Schedule

On 8/18/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Collect student achievement data in order to identify areas of weakness.				$0.00
2	G1.B1.S1.A2	Based on areas of weakness identified using student achievement data, identify research based reading strategies and interventions needed to address the weaknesses.				$0.00
3	G1.B1.S1.A3	Administration, instructional coaches, and team leaders will assess materials available in the school in order to ensure that adequate resources are available and will note any deficiencies.				$0.00
4	G1.B1.S1.A4	Administration will procure appropriate resources through district resources, school budget resources, grants, and partnerships.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336		1951 - Park Ridge Elementary School	General Fund		$5,000.00
	3373		1951 - Park Ridge Elementary School	School Improvement Funds		$5,000.00
5	G1.B2.S1.A1	Provide teachers with a list of interventions and research based strategies that are appropriate for students based on the needs identified through data collection.				$0.00
6	G1.B2.S1.A2	Conduct a needs assessment of staff in order to identify their understanding and comfort level with the strategies and interventions they will need to utilize.				$0.00
7	G1.B2.S1.A3	Based on needs assessment, conduct trainings, PLC, and model lessons for staff members on the use of and implementation of reading interventions and reading strategies				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		1951 - Park Ridge Elementary School	General Fund		$3,000.00
8	G2.B1.S1.A1	Conduct Community Forum meetings with various stakeholder groups in order to provide stakeholders with the opportunity to share perceptions, observations, recommendations, and feedback addressing all aspects of the school culture.				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1951 - Park Ridge Elementary School	Title I Part A		$500.00

Budget Data

			Notes: Food to be provided as refreshments for meetings with parents and community members from Title 1 funds.			
			1951 - Park Ridge Elementary School	Title I Part A		$250.00
			Notes: Staff members will be hired to provide babysitting for meetings each month.			
9	G2.B1.S1.A2	Meet with Leadership team, staff, and Positive Culture Team in order to take actions to address concerns based on these community forums.				**$0.00**
10	G2.B1.S1.A3	Show stakeholders evidence that we have taken actions based on their stated concerns by inviting them to tour our facility, participate in events, and attend trainings with staff.				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		590-Other Materials and Supplies	1951 - Park Ridge Elementary School	Title I Part A		$2,500.00
11	G2.B1.S1.A4	Have staff members and community liaison visit stakeholders in their environment- at churches, in the community, and visit homes in order to engage in open dialogue about the school and students.				**$150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	1951 - Park Ridge Elementary School	Title I Part A		$150.00
			Notes: Flyers and brochures about the school and our programs			
12	G2.B2.S1.A1	Share Mission and vision with the staff, and invite them to develop the Core Beliefs				**$0.00**
13	G2.B2.S1.A2	Based on the Core Beliefs, develop a Positive Culture Plan- having at least one representative from each team on the Positive Culture Team.				**$3,330.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	1951 - Park Ridge Elementary School	Other		$3,330.00
			Notes: Grade level team members met to design the Positive Culture Plan- Paid out of TIF Funds			
14	G2.B2.S1.A3	Share Positive Culture Plan with the rest of the staff to gain feedback and input.				**$0.00**
15	G2.B2.S1.A4	Share the plan with parents and stakeholders at meetings taking place on 8/26; 9/10- SAC; and at Open House on 9/30.				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		350010-REFRESHMENTS	1951 - Park Ridge Elementary School	Title I Part A		$500.00
16	G2.B2.S1.A5	Conduct a community meeting with parents over the summer in order to identify their biggest areas of concern.				**$0.00**

Budget Data

	Total:	$20,230.00