Park Ridge Elementary School

2016-17 Schoolwide Improvement Plan

Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	F	F*	F	

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Park Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

This year, Park Ridge Elementary has become a "Leader in Me" school, as a "Leadership Academy" we are expanding upon our "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. Our Positive Culture Plan focuses on these 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.

The "Leader in Me" program expands upon these core beliefs to help us transform the language and culture of our school to one centered upon building student leadership. Students were introduced to the essential elements of leadership and then will spend the year learning and having an opportunity to apply Covey's 7 Habits of Effective People to their lives. Giving students the opportunity to explore the world of a leader, they learn self discipline, goal setting, collaborative thinking, and develop the ability to be proactive in their lives. Though only in the first year of adoption of the "Leader in Me" program, examples of student leadership can be found in every classroom as students take ownership of their actions and learning and begin to understand that they play a vital role in our school, in the community, and in our society.

We are bringing the "Leader in Me" program to our stakeholders through a series of parent and community activities designed to provide opportunities for stakeholders to learn more about our leadership academy and to see first hand how our students are growing into their leadership roles. In

addition, prior to the opening of school, Park Ridge hosted a Meet and Greet to enable parents to meet their child's teacher and see the language of leadership around the school. At an Open House in September, the principles of the program were outlined for parents. Parents were invited to share suggestions about we can better address the needs of their children and our community. These stakeholder sessions are designed to make the school a "house of learning and leadership for all while providing parents with information that will better prepare them to be our partner in our efforts to further student leadership and learning.

b. 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 "Leader in Me" program. The kick off this year featured interactive presentations that were designed to share school wide expectations for behavior and orient students to the 7 Habits. 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.

c. 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.

d. 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 and other community volunteers. This year we have expanded the services of our school social worker to full time status and we have two "Reservists" to assist with mentoring those students that have had a pattern of non-attendance.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306594.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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, I9Sports, Valic Financial and JM Foundation 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Balchunas, Joseph	Principal
Markevich, Galina	Instructional Coach
Turner, Susan	Instructional Coach
TIme, Marjorie	School Counselor
Whitehead, Samantha	Assistant Principal
Marshall, Debbie	Teacher, ESE

b. Duties

1. 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, Light House Team- Leader in Me, SAC, and SAF.

2. 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.

The Light House Team consists of representatives from each grade level, a member of the support staff, an administrator, and a parent representative. This teams guides the implementation of the Leader in Me program, plans events for parents, community and for school related to the Leader in Me, and identifies both training needs and resources required to fully implement the program.

The STEM Facilitators is another leadership group made up of representatives from each grade level. They work with our STEM Coach to plan their grade level PLC's in order to ensure that the school's STEM initiatives are being implemented with fidelity. This group is made up of teachers not serving in any other leadership capacity. By having this additional layer of leadership, it adds another valuable voice to the decision making process.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Joseph Balchunas	Principal
Sherry Barkey	Teacher
Susan Turner	Teacher
Marjorie Time	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
Peony Cherenfant	Parent
Heather Breighner	Parent
Betty Hector	Parent
Jamessema Nero	Education Support Employee

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Training and targeted instructional materials to support the Leader in Me and STEM initiatives- $3,000.

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

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Balchunas, Joseph	Principal
Whitehead, Samantha	Assistant Principal
Markevich, Galina	Instructional Coach
Turner, Susan	Instructional Coach
Marshall, Debbie	Teacher, ESE
TIme, Marjorie	School Counselor
Gray, Linda	Teacher, K-12
Marsh, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

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

1. 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.

2. 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.

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

Beginning teachers will be assigned a TIER mentor and participate in the monthly New Teacher Orientation meetings held onsite. Teachers new to the district and new to our school also attend the monthly meetings, work with their team leader, and receive assistance from our coaches.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

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

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.

2. 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 reading proficiency will increase by at least 3% points as measured by the FSA English Language Arts Achievement test.

G2.   If all instructional staff members implement with fidelity all components of the school-wide Math Curriculum Plan which was designed to provide rigorous core instruction, remediation and enrichment, then students' math proficiency will increase by at least 3% points as measured by the FSA Mathematics Achievement test.

G3.   If all instructional staff embed the scientific thinking and hands-on science exploration activities designed for their grade level as part of their core science instruction on a weekly basis, then the 5th grade students' proficiency in science will increase by at least 3% as measured by the FCAT 2.0 Science Proficiency test.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 reading proficiency will increase by at least 3% points as measured by the FSA English Language Arts Achievement test. `1a`

🔑 G084551

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	3.0

Targeted Barriers to Achieving the Goal `3`

- Availability 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.

Resources Available to Help Reduce or Eliminate the Barriers `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; IReady.

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

Trakina Ragin

Schedule

Monthly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Data spreadsheets

Plan to Monitor Progress Toward G1. `8`

Data Chats

Person Responsible

Trakina Ragin

Schedule

Quarterly, from 9/19/2016 to 5/15/2017

Evidence of Completion

Data chats schedule

G2. If all instructional staff members implement with fidelity all components of the school-wide Math Curriculum Plan which was designed to provide rigorous core instruction, remediation and enrichment, then students' math proficiency will increase by at least 3% points as measured by the FSA Mathematics Achievement test. 1a

🔍 G084552

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	3.0

Targeted Barriers to Achieving the Goal 3

- Access to all resources utilized in the Math Curriculum Plan

- The curriculum and pacing of Eureka math is different from Go Math!

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math coach to assist teachers with crosswalks, math programs; iReady, Reflex, among others

Plan to Monitor Progress Toward G2. 8

Administration and math coach will meet quarterly with individual teachers to review student data, progress, interventions in place.

Person Responsible
Joseph Balchunas

Schedule
Quarterly, from 9/30/2016 to 5/19/2017

Evidence of Completion
Data charts & data chat agendas

G3. If all instructional staff embed the scientific thinking and hands-on science exploration activities designed for their grade level as part of their core science instruction on a weekly basis, then the 5th grade students' proficiency in science will increase by at least 3% as measured by the FCAT 2.0 Science Proficiency test. 1a

🔍 G084553

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	3.0

Targeted Barriers to Achieving the Goal 3

- Access to resources
- Planning appropriate activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEM Coach
- Discovery Coaches
- Discovery Education Resources
- STEM Lab
- MakerSpace/ Engineering Lab

Plan to Monitor Progress Toward G3. 8

Progress Monitor science standards every 6 weeks to ensure that standards covered are being mastered.

Person Responsible
Susan Turner

Schedule
Every 6 Weeks, from 9/19/2016 to 5/29/2017

Evidence of Completion
Progress monitoring data

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 reading proficiency will increase by at least 3% points as measured by the FSA English Language Arts Achievement test. `1`

🔑 G084551

G1.B1 Availability of appropriate resources to support the implementation of research based reading strategies and interventions. `2`

🔑 B224674

G1.B1.S1 Identify the appropriate resources needed to effectively implement and target areas of weakness using research- based reading strategies and interventions. `4`

🔑 S237080

Strategy Rationale

Must identify the needs of students before you can implement targeted interventions.

Action Step 1 `5`

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

Person Responsible

Galina Markevich

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 Markevich

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 9/6/2016 to 5/30/2017

Evidence of Completion

Literacy Team minutes

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

Reading Coach and Primary Specialist with meet monthly with grade level teams to review data and ensure that teachers are progress monitoring students in order to insure that appropriate interventions are being used to target areas of weakness.

Person Responsible

Trakina Ragin

Schedule

Weekly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Curriculum Meeting 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 9/23/2016 to 5/26/2017

Evidence of Completion

Data binders, Progress monitoring data

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

🔑 B224675

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

🔑 S237081

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 instructional staff members implement with fidelity all components of the school-wide Math Curriculum Plan which was designed to provide rigorous core instruction, remediation and enrichment, then students' math proficiency will increase by at least 3% points as measured by the FSA Mathematics Achievement test. 1

🔑 G084552

G2.B1 Access to all resources utilized in the Math Curriculum Plan 2

🔑 B224676

G2.B1.S1 The math coach will host monthly curriculum meetings with each team to ensure that the teachers can access all aspects of the curriculum and resources. 4

🔑 S237082

Strategy Rationale

Remove barriers

Action Step 1 5

Monthly math curriculum meetings with each team designed to review content and resources related to math

Person Responsible

Susan Turner

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Monthly agenda for meeting

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

Teachers will progress monitor students using assessments that are included in the math curriculum plan.

Person Responsible

Susan Turner

Schedule

Every 6 Weeks, from 9/2/2016 to 5/19/2017

Evidence of Completion

Data charts

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

Teachers will track student progress in order to determine if they improve in their math fluency proficiency and understanding of grade specific standards.

Person Responsible

Susan Turner

Schedule

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

Evidence of Completion

Progress monitoring charts

G2.B2 The curriculum and pacing of Eureka math is different from Go Math! `2`

🔑 B224677

G2.B2.S1 A Eureka- Go Math Cross walk has been created and is part of the Math Curriculum pacing guide. `4`

🔑 S237083

Strategy Rationale

To bridge gaps in understanding and to support teachers as they transition into new curriculum.

Action Step 1 `5`

Teachers were trained in the summer on the new curriculum being implemented.

Person Responsible

Susan Turner

Schedule

Daily, from 8/15/2016 to 8/19/2016

Evidence of Completion

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

Monthly Math Curriculum meetings are designed as a refresher and support for the implementation of the curriculum.

Person Responsible

Susan Turner

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Math curriculum meeting agendas

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

Monthly Math Curriculum meetings are designed as a refresher and support for the implementation of the curriculum.

Person Responsible

Susan Turner

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Math curriculum meeting agendas

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

Standards based formative assessments to ensure that students are progressing utilizing the new curriculum.

Person Responsible

Susan Turner

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data

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

Standards based formative assessments to ensure that students are progressing utilizing the new curriculum.

Person Responsible

Susan Turner

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data

G3. If all instructional staff embed the scientific thinking and hands-on science exploration activities designed for their grade level as part of their core science instruction on a weekly basis, then the 5th grade students' proficiency in science will increase by at least 3% as measured by the FCAT 2.0 Science Proficiency test. `1`

🔑 G084553

G3.B2 Access to resources `2`

🔑 B224680

G3.B2.S1 A fully equipped STEM lab has been created along to ensure that all materials and resources needed to do hands-on science activities are readily available for teachers. `4`

🔑 S237088

Strategy Rationale

If teachers can find what they need to do the experiments they will not do them.

Action Step 1 `5`

Teachers provide a list of supplies needed for hands-on science activities to the STEM coach each month during their Science Curriculum Meeting. These materials are then purchased for the teachers and placed in the STEM lab so that they are available to the teachers when needed.

Person Responsible

Susan Turner

Schedule

On 5/30/2017

Evidence of Completion

Receipts/ Budget records to show the purchase of consumable materials.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Teachers plan lesson each week that will engage students in hands on science activities in the STEM Lab.

Person Responsible

Arlene Manville

Schedule

Weekly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Teachers lessons plans checked quarterly that lessons are being planned

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Assess students in Science to ensure that the hands-on lessons are translating into understanding of the standards.

Person Responsible

Susan Turner

Schedule

Weekly, from 9/19/2016 to 5/29/2017

Evidence of Completion

Progress monitoring Science data

G3.B3 Planning appropriate activities 2

🔑 B224681

G3.B3.S1 Assist teachers in planning STEM lessons that address the standards using hands-on activities 4

🔑 S237089

Strategy Rationale

The STEM lessons go beyond the traditional science text book so teachers that are not as comfortable with doing hands-on science welcome the added support.

Action Step 1 5

Science/ STEM Coach meets monthly with teams to help plan STEM activities that address the standards being covered in the curriculum.

Person Responsible

Susan Turner

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Science Curriculum meeting agendas

Action Step 2 5

Discovery Education Coaches meet monthly with teachers to collaborate on the development of lessons using Discovery resources.

Person Responsible

Susan Turner

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Examples of lessons using Discovery resources/ TechBook

Action Step 3 `5`

School-wide STEM Days are planned by our Science PLC leaders each month. These STEM days take place on every Early Release day.

Person Responsible

Susan Turner

Schedule

Monthly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Science Coach meets with Grade level teams and with Administration monthly to review the activities being planned for the month.

Person Responsible

Samantha Whitehead

Schedule

Monthly, from 9/19/2016 to 5/29/2017

Evidence of Completion

Curriculum maps and meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Observations of Hands-on science lessons.planned lessons

Person Responsible

Arlene Manville

Schedule

Weekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Observations lessons taking place in the STEM lab, lesson plans showing planned lessons

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A2 🔍 A306261	Conduct a needs assessment of staff in order to identify their understanding and comfort level with...	Turner, Susan	9/3/2015	The completed questionnaires returned from the faculty.	5/2/2016 quarterly
G1.B1.S1.A3 🔍 A306258	Administration, instructional coaches, and team leaders will assess materials available in the...	Whitehead, Samantha	9/2/2015	List of available resources and those needed to be revised monthly.	5/30/2016 monthly
G1.B1.S1.A4 🔍 A306259	Administration will procure appropriate resources through district resources, school budget...	Balchunas, Joseph	9/2/2015	School Budget	5/30/2016 monthly
G1.B2.S1.MA1 🔍 M312361	Review of data will determine if student achievement is increasing, walk throughs by administration...	Balchunas, Joseph	9/3/2015	Student data and teacher evaluations	5/30/2016 weekly
G1.B2.S1.MA1 🔍 M312362	Monthly Team meetings will take place to ensure that teachers are aware of and utilizing the...	Whitehead, Samantha	9/18/2015	Team leader minutes	5/30/2016 monthly
G1.B2.S1.A1 🔍 A306260	Provide teachers with a list of interventions and research based strategies that are appropriate...	Turner, Susan	9/3/2015	The document offered to teachers	5/30/2016 biweekly
G1.B2.S1.A3 🔍 A306262	Based on needs assessment, conduct trainings, PLC, and model lessons for staff members on the use...	Turner, Susan	9/18/2015	PLC agendas, training artifacts.	5/30/2016 weekly
G1.B1.S1.A1 🔍 A306256	Collect student achievement data in order to identify areas of weakness.	Markevich, 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.B1.S1.A2 🔍 A306257	Based on areas of weakness identified using student achievement data, identify research based...	Markevich, 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
G2.B2.S1.A1 🔍 A306264	Teachers were trained in the summer on the new curriculum being implemented.	Turner, Susan	8/15/2016		8/19/2016 daily
G2.B1.S1.MA1 🔍 M312365	Teachers will track student progress in order to determine if they improve in their math fluency...	Turner, Susan	9/30/2016	Progress monitoring charts	9/30/2016 quarterly
G1.MA1 🔍 M312363	Reading Assessments from the Journeys series, as well as assessment data collected from Iready, and...	Ragin, Trakina	8/29/2016	Data spreadsheets	5/15/2017 monthly
G1.MA2 🔍 M312364	Data Chats	Ragin, Trakina	9/19/2016	Data chats schedule	5/15/2017 quarterly
G2.MA1 🔍 M312371	Administration and math coach will meet quarterly with individual teachers to review student data,...	Balchunas, Joseph	9/30/2016	Data charts & data chat agendas	5/19/2017 quarterly
G2.B1.S1.MA1 🔍 M312366	Teachers will progress monitor students using assessments that are included in the math curriculum...	Turner, Susan	9/2/2016	Data charts	5/19/2017 every-6-weeks
G3.B3.S1.A2 🔍 A306267	Discovery Education Coaches meet monthly with teachers to collaborate on the development of lessons...	Turner, Susan	9/12/2016	Examples of lessons using Discovery resources/ TechBook	5/19/2017 monthly
G1.B1.S1.MA1 🔍 M312358	The Reading Coach will be assisting with the analysis of literacy data to ensure that student needs...	Whitehead, Samantha	9/23/2016	Data binders, Progress monitoring data	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M312367	Standards based formative assessments to ensure that students are progressing utilizing the new...	Turner, Susan	9/2/2016	Progress monitoring data	5/26/2017 weekly
G2.B2.S1.MA1 M312368	Standards based formative assessments to ensure that students are progressing utilizing the new...	Turner, Susan	9/2/2016	Progress monitoring data	5/26/2017 weekly
G3.MA1 M312376	Progress Monitor science standards every 6 weeks to ensure that standards covered are being...	Turner, Susan	9/19/2016	Progress monitoring data	5/29/2017 every-6-weeks
G3.B2.S1.MA1 M312372	Assess students in Science to ensure that the hands-on lessons are translating into understanding...	Turner, Susan	9/19/2016	Progress monitoring Science data	5/29/2017 weekly
G3.B2.S1.MA1 M312373	Teachers plan lesson each week that will engage students in hands on science activities in the STEM...	Manville, Arlene	9/26/2016	Teachers lessons plans checked quarterly that lessons are being planned	5/29/2017 weekly
G3.B3.S1.MA1 M312374	Observations of Hands-on science lessons.planned lessons	Manville, Arlene	9/12/2016	Observations lessons taking place in the STEM lab, lesson plans showing planned lessons	5/29/2017 weekly
G3.B3.S1.MA1 M312375	Science Coach meets with Grade level teams and with Administration monthly to review the activities...	Whitehead, Samantha	9/19/2016	Curriculum maps and meeting minutes	5/29/2017 monthly
G3.B3.S1.A3 A306268	School-wide STEM Days are planned by our Science PLC leaders each month. These STEM days take place...	Turner, Susan	9/12/2016		5/29/2017 monthly
G1.B1.S1.MA1 M312359	Administration working with the Literacy Team will meet monthly to review all aspects of the...	Balchunas, Joseph	9/6/2016	Literacy Team minutes	5/30/2017 monthly
G1.B1.S1.MA3 M312360	Reading Coach and Primary Specialist with meet monthly with grade level teams to review data and...	Ragin, Trakina	9/6/2016	Curriculum Meeting minutes	5/30/2017 weekly
G2.B1.S1.A1 A306263	Monthly math curriculum meetings with each team designed to review content and resources related to...	Turner, Susan	8/30/2016	Monthly agenda for meeting	5/30/2017 monthly
G2.B2.S1.MA1 M312369	Monthly Math Curriculum meetings are designed as a refresher and support for the implementation of...	Turner, Susan	8/30/2016	Math curriculum meeting agendas	5/30/2017 monthly
G2.B2.S1.MA1 M312370	Monthly Math Curriculum meetings are designed as a refresher and support for the implementation of...	Turner, Susan	8/30/2016	Math curriculum meeting agendas	5/30/2017 monthly
G3.B2.S1.A1 A306265	Teachers provide a list of supplies needed for hands-on science activities to the STEM coach each...	Turner, Susan	8/30/2016	Receipts/ Budget records to show the purchase of consumable materials.	5/30/2017 one-time
G3.B3.S1.A1 A306266	Science/ STEM Coach meets monthly with teams to help plan STEM activities that address the...	Turner, Susan	8/30/2016	Science Curriculum meeting agendas	5/30/2017 monthly

V. 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 reading proficiency will increase by at least 3% points as measured by the FSA English Language Arts Achievement test.

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 instructional staff members implement with fidelity all components of the school-wide Math Curriculum Plan which was designed to provide rigorous core instruction, remediation and enrichment, then students' math proficiency will increase by at least 3% points as measured by the FSA Mathematics Achievement test.

G2.B2 The curriculum and pacing of Eureka math is different from Go Math!

G2.B2.S1 A Eureka- Go Math Cross walk has been created and is part of the Math Curriculum pacing guide.

PD Opportunity 1

Teachers were trained in the summer on the new curriculum being implemented.

Facilitator

Susan Turner

Participants

All K-5 teachers responsible for teaching math

Schedule

Daily, from 8/15/2016 to 8/19/2016

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
	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	2016-17
	6400		1951 - Park Ridge Elementary School	General Fund		$3,000.00

8	G2.B1.S1.A1	Monthly math curriculum meetings with each team designed to review content and resources related to math	$0.00
9	G2.B2.S1.A1	Teachers were trained in the summer on the new curriculum being implemented.	$0.00
10	G3.B2.S1.A1	Teachers provide a list of supplies needed for hands-on science activities to the STEM coach each month during their Science Curriculum Meeting. These materials are then purchased for the teachers and placed in the STEM lab so that they are available to the teachers when needed.	$0.00
11	G3.B3.S1.A1	Science/ STEM Coach meets monthly with teams to help plan STEM activities that address the standards being covered in the curriculum.	$0.00

12	G3.B3.S1.A2	Discovery Education Coaches meet monthly with teachers to collaborate on the development of lessons using Discovery resources.	$0.00
13	G3.B3.S1.A3	School-wide STEM Days are planned by our Science PLC leaders each month. These STEM days take place on every Early Release day.	$0.00
		Total:	$13,000.00