2013-2014 SCHOOL IMPROVEMENT PLAN

Park Ridge Elementary School
5200 NE 9TH AVE
Pompano Beach, FL 33064
754-322-7700

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Park Ridge Elementary School

Principal
Dr. Daphene Watson

School Advisory Council chair
Lawanda Horenstein

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

Name	Title
Dr. Daphene Watson	Principal
Heilange Porcena	Assistant Principal

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens.
Daphene Watson, Principal
Lawanda Horenstein, SAC Co-Chair
Valerie Jordan, SAC Co-Chair
Bonnie Nyachae, IZone Rep
Paula Wheatly, BTU Steward
Shavella Williams/ Loree Thompson , SAF-Designee
Terence Hillard, Instructional
Therese Sanders, Instructional
Jamie Nero, Non - Instructional
Marie Obin, ESOL Parent
Shavella Williams, Secretary
Peggy Renolds, Business Partner
Ashley Smith, Pre-K Parent
Ms. Maxi, Parent

Loree Thompson, ESE Parent
Arianes Louis, ESE Parent
Marie Guercin, Parent
Huedelle Lewis, Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet on a monthly basis to monitor the implementation of the school improvement plan and assist in the revision of the plan in response to ongoing data analysis of FCAT/SAT/BAT results to establish new goals and action steps. The SAC also approves the allocation of Accountability Funds to support the SIP objectives. Ongoing training will be provided for SAC members in Collaborative teamwork. The budget will be discussed as necessary and information will be shared to ensure all stakeholders are informed of the school's progress.

Projected use of school improvement funds, including the amount allocated to each project

Training and targeted instructional materials $3,000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Daphene Watson		
Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	B.A. -English M.S. - Reading Ed. S. - Administrative Leadership Ed.D. – Organizational Leadership ESOL Endorsement
Performance Record	2012-2013: Park Ridge Grade: D High Standards Reading: 33% High Standards Math: 38% High Standards Writing: 37% High Standards Science: 33% Learning Gains Reading: 66% Learning Gains Math: 62% Lowest 25% Reading: 62% Lowest 25% Math: 65% Points Earned: 398 2011-2012: Arthur Ashe Middle School Grade: F High Standards Reading: 24% High Standards Math: 26% High Standards Writing: 72% High Standards Science: 19% Learning Gains Reading: 60% Learning Gains Math: 51% Lowest 25% Reading: 73% Lowest 25% Math: 57% AYP Met: No Reading Subgroups; Black, F/R Math Subgroups: Black, F/R, SWD 2010-2011: Arthur Ashe Middle School Grade: D High Standards Reading: 30% High Standards Math: 39% High Standards Writing: 82% High Standards Science: 11% Learning Gains Reading: 55% Learning Gains Math: 62% Lowest 25% Reading: 65% Lowest 25% Math: 66% AYP Met: No Reading Subgroups; Black, F/R Math Subgroups: Black, F/R, SWD 2009-2010: William Dandy Middle School Grade: A High Standards Reading: 69%

High Standards Math: 81%
High Standards Science: 43%
High Standards Writing: 96%
Learning Gains Reading: 71%
Learning Gains Math: 82%
Lowest 25% Reading: 75%
Lowest 25% Math: 86%
AYP:
2008-2009: William Dandy Middle School
Grade: A
High Standards Reading: 66%
High Standards Math: 80%
High Standards Science: 36%
High Standards Writing: 98%
Learning Gains Reading: 68%
Learning Gains Math: 81%
Lowest 25% Reading: 72%
Lowest 25% Math: 77%
AYP: 67% criteria met-
2007-2008: William Dandy Middle School
Grade: A
High Standards Reading: 72%
High Standards Math: 80%
High Standards Science: 38%
High Standards Writing: 99%
Learning Gains Reading: 70%
Learning Gains Math: 83%
Lowest 25% Reading: 74%
Lowest 25% Math: 81%
AYP: 85% criteria met-

Heilange Porcena		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	B.A. Psychology M.S. Ed. Leadership ESOL Endorsement Elementary K-6 Gifted Endorsement National Board Certified
Performance Record	2012-2013: Park Ridge Grade: D High Standards Reading: 33% High Standards Math: 38% High Standards Writing: 37% High Standards Science: 33% Learning Gains Reading: 66% Learning Gains Math: 62% Lowest 25% Reading: 62% Lowest 25% Math: 65% Points Earned: 398 2011-2012: Park Ridge Elementary School Grade: C High Standards Reading: 30% High Standards Math: 39% High Standards Writing: 68% High Standards Science: 16% Learning Gains Reading: 28% Learning Gains Math: 55% Lowest 25% Reading: 64% Lowest 25% Math: 55% AYP Met: No Points Earned: 379 Wilton Manors Elementary, A Points Earned 536 AYP No 69% Sunland Park Elementary, 2009-2010 Points Earned 412 AYP No 85% Sunland Park Elementary, 2008-2009 F Points Earned 383 AYP No 82%

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Jasmine Mayers		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy, Mathematics, Science
Credentials	B.A. –Elem Ed M.S. – Elem Ed ESOL Endorsement
Performance Record	2012-2013: Park Ridge Grade: D High Standards Reading: 33% High Standards Math: 38% High Standards Writing: 37% High Standards Science: 33% Learning Gains Reading: 66% Learning Gains Math: 62% Lowest 25% Reading: 62% Lowest 25% Math: 65% Points Earned: 398

Classroom Teachers

# of classroom teachers
31

 # receiving effective rating or higher
31, 100%

 # Highly Qualified Teachers
58%

 # certified in-field
31, 100%

 # ESOL endorsed
19, 61%

 # reading endorsed
0, 0%

 # with advanced degrees
3, 10%

 # National Board Certified
3, 10%

 # first-year teachers
5, 16%

 # with 1-5 years of experience
9, 29%

 # with 6-14 years of experience
12, 39%

 # with 15 or more years of experience
10, 32%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

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

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

The RTI Team reorganizes 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 ESE 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 ESE 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RTI Leadership team will provide essential information regarding successful interventions and necessary assessment and Literacy Leadership Team (LLT) resources that provide critical information and data trends. This information will help frame student activities and/or staff actions in the development and modification of the school improvement plan. The RTI Leadership Team will meet with the School Advisory Council and the principal to develop the school improvement plan.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team holds weekly meetings to review data trends, conducts daily classroom walkthroughs and the attendance of a member of the administration team to the weekly RTI meetings to ensure the the MTSS and SIP is implemented with fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

READING:
Students at Park Ridge Elementary will participate in the Reading Benchmark Assessment Test given in September and December. In addition to the September and December BAT test monthly FCAT practice tests will be given to all students in Grades 3-5. Data provided from these tests will drive our secondary instructional focus calendar and provide ongoing student progress monitoring. Broward County Mini Reading Assessments will be administered and students identified, as Tier II receive small group instruction. End of story and unit chapter tests will also be given from the core reading series in grades K-5. Quarterly Diagnostic reports will be generated in iReady, and STAR Literacy and FAIR testing. Results will be used to assist in meeting individual student needs. Students in grades 2-5 will utilize iReady and FCAT Explorer in grades 3-5. Teachers and administration will monitor reports from these computer-based programs. In addition, grades 1-5 will use the STAR Literacy testing four times a year. Teachers will use this information for progress monitoring and will be used in the graphing for RTI. Administration and support staff will monitor teaching and learning by conducting classroom walk-

through and viewing test results posted in Virtual Counselor. In addition, administration and coaches will conduct monthly data chats with teachers regarding student achievement data. Tier III students in grades K-2 will participate in small group lessons utilizing Fundations Wilson Reading and grades 3-5 teachers will use SRA Corrective Reading. Results from tests are reviewed at monthly data chats.

MATH:

Students at Park Ridge Elementary will participate in BAT I and II during September and December. All of the Go Math Assessments are administered based on the District Instructional Focus Calendars. Teachers will utilize Data Binders for ongoing progress monitoring. Binders include GO Math Assessment results, and FCAT Explorer Math reports (5th grade). Tier II students will utilize the Go Math Intervention Program based on the student individual needs (Strategic or Intensive). Tier III students will also utilize Soar to Success (Grades 4-5) and/or Content Academic Vocabulary System (Grades K-5) based on the individual students needs. Results of reports will be kept in Data Binders and reviewed at monthly data chats.

SCIENCE:

Park Ridge Elementary will administer BAT I and BAT II Science in September and November to all fifth grade students. Students will be assessed utilizing the FCAT Science mini-assessments as a guide, diagnostic, and remediation tools. Teachers will utilize Data Binders for ongoing progress monitoring including BAT data, Mini BAT results, monthly FCAT Explorer Science reports, and ongoing classroom assessments.

WRITING:

All Park Ridge students will participate in school-wide writing assessment. In addition, the 4th grade students will participate in the district BAT 1 & 2 prompts. Results will be recorded into school database to be reviewed at Data Chats and to identify Tier II and III students. Additional support utilizing push in/ pull out small group instruction will be provided as needed.

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

Our school psychologist and our ESE Specialist train all staff with the procedures of RTI. This is followed up with grade level meetings to clarify the RTI process and school implementation expectations. Support is provided throughout the year as team and students' needs develop. The school psychologist and ESE Specialist are available to guide teachers through the RTI process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 60

After School Program will take place Monday-Thursday for Science 5th Grade, Reading, Writing (4th Grade) and Math. The After School Program will provide remediation and enrichment activities to increase proficiency in all subjects.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coach and Teachers

Strategy: Weekend Program

Minutes added to school year: 180

Saturday School (Weekend Program) will be used to target Science (5th Grade) Reading, Math and Writing (4th Grade) to increase proficiency.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coach and Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Daphene Watson	Principal
Heilange Porcena	Assistant Principal
Gail Cimbal	Speech and Language Pathologist

Name	Title
Peggy Johnson	ESE Teacher
Beverlie Jadotte	Kindergarten Team Leader
Beverly Sutton	Grade 1 Team Leader
Lawanda Horenstein	Grade 2 Team Leader
Therese Sanders	Grade 3 Team Leader
Thajuana Duncan	Grade 4 Team Leader
Kimberly James	Grade 5 Team Leader

How the school-based LLT functions

The literacy team will meet monthly to develop school-wide literacy initiatives. Additionally, the team will facilitate professional development, mentoring new teachers, and assist in building school-wide capacity and literacy initiatives. They will help to develop goals in the School Improvement Plan, and will participate in and facilitate literacy focused Professional Learning Communities.

Major initiatives of the LLT

Participate actively in literacy focused Professional Learning Communities
• 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.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	54%
American Indian				
Asian				
Black/African American	47%	34%	No	52%
Hispanic	68%	18%	No	71%
White				
English language learners	33%	14%	No	39%
Students with disabilities	36%	15%	No	42%
Economically disadvantaged	48%	33%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	24%	54%
Students scoring at or above Achievement Level 4	15	9%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	66	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	18	63%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	42	24%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	11%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	37%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	38%	No	52%
American Indian				
Asian				
Black/African American	43%	36%	No	49%
Hispanic	68%	41%	No	71%
White				
English language learners	40%	25%	No	46%
Students with disabilities	33%	32%	No	39%
Economically disadvantaged	47%	39%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	24%	30%
Students scoring at or above Achievement Level 4	24	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	62	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	22%	41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	7	4%	2%
Students who are not proficient in reading by third grade	121	64%	50%
Students who receive two or more behavior referrals	12	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	18%	10%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will incorporate Science into inter-disciplinary units. Target: 41% of students in grade 5 will score at or above a level 3 in Science.

G2. All teachers will incorporate Writing into all content areas. Target: 60% of students in grade 4 will score at or above a level 4 in FCAT writing.

G3. All teachers will include literacy across the content areas. Target: 54% of students in grades 3-5 will score at or above a level 3 in reading.

G4. All teachers will demonstrate effective delivery of the new Common Core Go Math Curriculum. Target: 52% of the 3-5 grade students will score level 3 or above on the 2013 FCAT Math Test.

Goals Detail

G1. All teachers will incorporate Science into inter-disciplinary units. Target: 41% of students in grade 5 will score at or above a level 3 in Science.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Fusion Series
- Virtual Lab
- Science Tools
- Science Journals
- FCAT Explorer
- Focus Achieve
- Science Lab
- Discovery Ed
- Science Daily Opener
- Delta Science Kits
- Digital Lessons
- Co-Teaching
- Mentoring

Targeted Barriers to Achieving the Goal
- Teachers have limited knowledge and skills of how to use available Science resources.

Plan to Monitor Progress Toward the Goal

To increase the incorporation of Science in all content areas K - 5.

Person or Persons Responsible
Administration Curriculum Coach Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion:
Coaching Logs Student Journals Student Work Student data Lesson Plans

G2. All teachers will incorporate Writing into all content areas. Target: 60% of students in grade 4 will score at or above a level 4 in FCAT writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Journey's Series
- Writing Journals
- FCAT Writing Anchor Sets
- State provided Writing Rubric
- BEEP Lesson Plans
- K-5 Broward County Writing Plan

Targeted Barriers to Achieving the Goal
- Teachers have limited knowledge of how to incorporate Writing into all content areas.

Plan to Monitor Progress Toward the Goal

The increase of integrating writing into all content areas K-5.

Person or Persons Responsible
Curriculum Coach, Team Leaders, Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
BAT 1 & BAT 2 Results, School -Wide Writing Prompt, Student Journals, Student Work, Student Data, and Data Chats

G3. All teachers will include literacy across the content areas. Target: 54% of students in grades 3-5 will score at or above a level 3 in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Journey's

- BEEP

- Florida Ready

- Think Central

- Professional Development Opportunities

- I Ready

- Fundations

- Digital Lessons

- Early Literacy Intervention

- Co-Teaching

- Mentoring

- FCAT Expoler

Targeted Barriers to Achieving the Goal

- Teachers have limited knowledge of the New Core Reading Program.

Plan to Monitor Progress Toward the Goal

Increase in teachers use of effective Reading Strategies across content areas

Person or Persons Responsible

Curriculum Coach, Administration, Classroom Teacher

Target Dates or Schedule:

Weekly,Monthly, and Quarterly

Evidence of Completion:

Student Assessments (BAT 1 and 2, FAIR, Weekly Reading Test), student work samples

G4. All teachers will demonstrate effective delivery of the new Common Core Go Math Curriculum. Target: 52% of the 3-5 grade students will score level 3 or above on the 2013 FCAT Math Test.

Targets Supported

Resources Available to Support the Goal
- Common Core Go Math Series
- Go Math Series
- Grab and Go Centers
- Digital I - Tools
- I Ready
- Intensive Intervention
- Manipulatives
- Video Podcast
- Soar to Success
- Digital Lessons
- FCAT Explorer
- Co-Teaching
- Mentoring

Targeted Barriers to Achieving the Goal
- Teachers have limited knowledge of how to effectively implement the new Common Core Go Math Curriculum.

Plan to Monitor Progress Toward the Goal

Based on the data collected PLC's will be given to address areas that resulted in questionable or poor results.

Person or Persons Responsible
Administration Curriculum Coach Team Leaders

Target Dates or Schedule:
Monthly

Evidence of Completion:
Marzano's I Observation Classroom Walk - Through Student Assessment data Coaching Log Student Work Samples

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will incorporate Science into inter-disciplinary units. Target: 41% of students in grade 5 will score at or above a level 3 in Science.

G1.B1 Teachers have limited knowledge and skills of how to use available Science resources.

G1.B1.S1 Teachers will participate in ongoing Science Fusion PLC's for job embedded professional development on how to use the Science resources.

Action Step 1

Identify Science Fusion Resources facilitator

Person or Persons Responsible

Team Leaders, Administration, Curriculum coach

Target Dates or Schedule

October 14, 2013

Evidence of Completion

PLC Schedule

Action Step 2

5th grade team leader will meet with administration to discuss and develop a PLC Calendar.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 30, 2013

Evidence of Completion

Need assessment results, PLC Calendar

Action Step 3

Teachers will participate in bi-weekly Science Fusion Resources PLC

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

October 14, 2013

Evidence of Completion

Sign - In Sheets, Lesson Plans, Student work samples

Action Step 4

Identify Science Fusion Resources facilitator

Person or Persons Responsible

Team Leaders, Administration, Curriculum coach

Target Dates or Schedule

September 30, 2013

Evidence of Completion

PLC Schedule

Action Step 5

5th grade team leader will meet with administration to discuss and develop a PLC Calendar

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 30, 2013

Evidence of Completion

Need assessment results, PLC Calendar

Action Step 6

Teachers will participate in bi-weekly Science Fusion Resources PLC

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

October 14, 2013

Evidence of Completion

Sign - In Sheets, Lesson Plans, Student work samples

Action Step 7

Conduct a needs assessment of teachers' knowledge and skills of current Science resources

Person or Persons Responsible

5th Grade Team Leader

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Needs assessment Data from needs assessment

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

Classroom Walk-Through, Administrative walk through during the PLCs

Person or Persons Responsible

Administration Curriculum Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Lesson Plans Evidence of Student Work PLC Follow Up Reflection

Plan to Monitor Effectiveness of G1.B1.S1

Increase in teachers delivery of effective instruction through Science Fusion Resources

Person or Persons Responsible

Curriculum Coach Team Leader Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Rubric Marzano's I Observation

G2. All teachers will incorporate Writing into all content areas. Target: 60% of students in grade 4 will score at or above a level 4 in FCAT writing.

G2.B1 Teachers have limited knowledge of how to incorporate Writing into all content areas.

G2.B1.S1 Teachers will participate in PLC's on how to integrate Writing into all content areas.

Action Step 1

Teachers will participate in Writing Professional Learning Communities.

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign - In Sheets, Lesson Plans, Writing Journals and Student work samples

Facilitator:

4th Grade Team Leader Curriculum Coach

Participants:

School - Wide

Action Step 2

4th grade team leader will meet with administration to discuss and develop a PLC Calendar.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 11, 2013

Evidence of Completion

PLC Calendar

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

Classroom Walk-Through

Person or Persons Responsible

Curriculum Coach, Administration, Team Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples, Monthly Writing Prompt, Writing Journals, PLC follow up reflection

Plan to Monitor Effectiveness of G2.B1.S1

An increase in the delivery of effective instruction on how to incorporate Writing in all content areas.

Person or Persons Responsible

Curriculum Coach Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Marzano's I Observation, Teacher/Student Modeling

G3. All teachers will include literacy across the content areas. Target: 54% of students in grades 3-5 will score at or above a level 3 in reading.

G3.B1 Teachers have limited knowledge of the New Core Reading Program.

G3.B1.S1 Teachers will participate in on-going PLC's on the effective use of Journeys.

Action Step 1

Teachers will participate in bi-weekly Journeys PLC's.

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

PLC Attendance Logs Coaches' Logs Follow-up Reflection

Facilitator:

Mrs. Mayers-Hodge

Participants:

School -Wide

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Walk - Through, Administrative Walk - Through during the PLC

Person or Persons Responsible

Curriculum Coach, Administration, and Team Leaders

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Work, Lesson Plans, PLC Follow-up

Plan to Monitor Effectiveness of G3.B1.S1

An increase in the use of Reading Strategies across the content areas.

Person or Persons Responsible

Curriculum Coach, Team Leaders, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Marzano's I Observation, Journals, Lesson Plans, Student Work Samples

G4. All teachers will demonstrate effective delivery of the new Common Core Go Math Curriculum. Target: 52% of the 3-5 grade students will score level 3 or above on the 2013 FCAT Math Test.

G4.B1 Teachers have limited knowledge of how to effectively implement the new Common Core Go Math Curriculum.

G4.B1.S1 Teachers will develop effective lesson plans and best practices during common planning time.

Action Step 1

Team Leaders will meet with administration to discuss the PLC Calendar.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 11, 2013

Evidence of Completion

PLC Calendar

Action Step 2

Teachers will participate in bi-weekly Common Core Go Math PLC's

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Sign - In Sheets, Lesson Plans, Student Work Samples

Facilitator:

Curriculum Coach Team Leaders

Participants:

School - Wide

Action Step 3

Identify Common Core Go Math Facilitators

Person or Persons Responsible

Administration, Curriculum Coach, Team Leaders

Target Dates or Schedule

October 11, 2013

Evidence of Completion

PLC Schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom Walk - Through, Administrative Walk - Through

Person or Persons Responsible

Curriculum Coach Team Leader Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Evidence of Student Work, Team Meeting Attendance Logs, PLC Follow Up Reflection, and Marzano's I Observation

Plan to Monitor Effectiveness of G4.B1.S1

The effective delivery of the Common Core Go Math Curriculum.

Person or Persons Responsible

Curriculum Coach Team Leader Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Go Math Assessments Coaching log Marzano's I Observation Classroom Walk Through

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 preschool ESE students prepare for social and emotional development, independent function, and communication effectiveness.

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

Parents will be provided with grade specific NGSSS and Common Core instructional strategies, brochures/handouts, and resource websites that can be utilized at home to improve academic performance.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. All teachers will incorporate Writing into all content areas. Target: 60% of students in grade 4 will score at or above a level 4 in FCAT writing.

G2.B1 Teachers have limited knowledge of how to incorporate Writing into all content areas.

G2.B1.S1 Teachers will participate in PLC's on how to integrate Writing into all content areas.

PD Opportunity 1

Teachers will participate in Writing Professional Learning Communities.

Facilitator

4th Grade Team Leader Curriculum Coach

Participants

School - Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Sign - In Sheets, Lesson Plans, Writing Journals and Student work samples

G3. All teachers will include literacy across the content areas. Target: 54% of students in grades 3-5 will score at or above a level 3 in reading.

G3.B1 Teachers have limited knowledge of the New Core Reading Program.

G3.B1.S1 Teachers will participate in on-going PLC's on the effective use of Journeys.

PD Opportunity 1

Teachers will participate in bi-weekly Journeys PLC's.

Facilitator

Mrs. Mayers-Hodge

Participants

School -Wide

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

PLC Attendance Logs Coaches' Logs Follow-up Reflection

G4. All teachers will demonstrate effective delivery of the new Common Core Go Math Curriculum. Target: 52% of the 3-5 grade students will score level 3 or above on the 2013 FCAT Math Test.

G4.B1 Teachers have limited knowledge of how to effectively implement the new Common Core Go Math Curriculum.

G4.B1.S1 Teachers will develop effective lesson plans and best practices during common planning time.

PD Opportunity 1

Teachers will participate in bi-weekly Common Core Go Math PLC's

Facilitator

Curriculum Coach Team Leaders

Participants

School - Wide

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Sign - In Sheets, Lesson Plans, Student Work Samples

Appendix 2: Budget to Support School Improvement Goals