FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PARK RIDGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Daphene Watson

SAC Chair: Paul Wynn and Gina McKnight

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					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 Target AMO Reading: 2012 29% 2013 36% 2014 42% 2015 49% 2016 55% 2017 62% Target AMO Math: 2012 35% 2013 41% 2014 47%

Position	Name	Degrees/Certifications			Performance Record
					2015 53% 2016 59% 2017 65%
Principal	Daphene Watson	B.A -English M.S. - Reading Ed. S - Administrative Leadership Ed.D. – Organizational Leadership ESOL Endorsement	8		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-
Assis Principal	Heilange Porcena	B.A. Psychology M.S. Ed. Leadership ESOL Endorsement Elementary K-6 Gifted Endorsement National Board Certified	1	1	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 Target AMO Reading: 2012 43% 2013 48% 2014 54% 2015 59% 2016 64% 2017 69% Target AMO Math: 2012 41% 2013 47% 2014 52% 2015 57% 2016 63% 2017 68% 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

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Littlefield	B.A. Liberal Arts and Elem Ed K-6 ESOL Reading Endorsement (K-12)	4	20	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 2010-2011: Park Ridge Elementary School Grade: B High Standards Reading: 66% High Standards Math: 63% High Standards Writing: 97% High Standards Science: 53% Learning Gains Reading: 63% Learning Gains Math: 56% Lowest 25% Reading: 57% Lowest 25% Math: 57% AYP Met: No Points Earned: 512 2009-2010: Park Ridge Elementary School Grade: C High Standards Reading: 54% High Standards Math: 60% High Standards Writing: 92% High Standards Science: 21% Learning Gains Reading: 69% Learning Gains Math: 60% Lowest 25% Reading: 57% Lowest 25% Math: 63% AYP Met: No Points Earned: 476 2008-2009: Park Ridge Elementary School Grade: D High Standards Reading: 42% High Standards Math: 46% High Standards Writing: 96% High Standards Science: 6% Learning Gains Reading: 57% Learning Gains Math: 59% Lowest 25% Reading: 60% Lowest 25% Math: 63% AYP Met: No Points Earned: 429
Math	Paul Wynn	B. A. Liberal Arts Elem Ed	8	1	2011-2012: Park Ridge Elementary School Grade: C High Standards Reading: 24% High Standards Math: 28% High Standards Writing: 68% High Standards Science: 16% Learning Gains Reading: 58% Learning Gains Math: 55% Lowest 25% learning gains Reading: 75% Lowest 25% learning gains Math: 60% AYP Met: No Points Earned: 379 2010-2011: Park Ridge Elementary School Grade: B High Standards Reading: 66% High Standards Math: 63% High Standards Writing: 97% High Standards Science: 53% Learning Gains Reading: 63% Learning Gains Math: 56% Lowest 25% Reading: 57% Lowest 25% Math: 57% AYP Met: No Points Earned: 512 2009-2010: Park Ridge Elementary School

Grade: C
High Standards Reading: 54%
High Standards Math: 60%
High Standards Writing: 92%
High Standards Science: 21%
Learning Gains Reading: 69%
Learning Gains Math: 60%
Lowest 25% Reading: 57%
Lowest 25% Math: 63%
AYP Met: No
Points Earned: 476

2008-2009: Park Ridge Elementary School
Grade: D
High Standards Reading: 42%
High Standards Math: 46%
High Standards Writing: 96%
High Standards Science: 6%
Learning Gains Reading: 57%
Learning Gains Math: 59%
Lowest 25% Reading: 60%
Lowest 25% Math: 63%
AYP Met: No
Points Earned: 429

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	On-going Professional development	Principal	June 2013	
2	Mentoring/coaching/Modeling	Lead teachers/Coaches	June 2013	
3	Weekly team meetings provide support to Park Ridge's faculty.	Team Leaders	June 2013	
4	Support staff members are assigned to faculty as a resource	Support Staff	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	13.9%(5)	19.4%(7)	33.3%(12)	33.3%(12)	19.4%(7)	100.0%(36)	11.1%(4)	8.3%(3)	77.8%(28)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale

for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Yaneka Lamey	Myrtle Lowe	New to school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's
Kimberly James	Denisa Leslie	New to school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's
Valerie Jordan	Therese Sanders	New to school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's
Sevil Kaya	Maria Alley	New to school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's
Anthony Church	Geemps St. Julien	New to school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's
		Geemps St. Julien New to	

Maria Lam	Mary Mannarino	school, Team Leader, Reading Coach and Math Coach will meet weekly to discuss grade level curriculum, core standards, IFC's implementation with rigor and fidelity.	Sharing best practices, lesson planning, management techniques and reviewing NGSSSS, CCSS and PLC's

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

The above services provide Park Ridge with an additional teacher to assist low performing students, with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic improvement. Additionally, these services also assist with Staff Development Funds, Go Math Series, NGSSS, District Trainings, Common Core and learning communities. Academic Camps provide tutoring to students after the regular school day. Funds are used for teachers' salaries, PI, and PD activities.

Title I, Part C- Migrant

Park Ridge Elementary conducts a needs assessment of the school and addresses not only the entire population but also specific needs of our migrant students and their parents. Below is a list of strategies that address their social, academic and physical needs.

Social strategies:
1) Parent Link, 2) Monthly Newsletter, 3) Career Day, 4) Open House, 5) School Social Worker, 6) Head Start Liaison, and 7) SAC meetings which are open to all parents every Tuesday of the month

Health Strategies:
1) Health Service Technician (HST) on campus five days a week, 2) Training provided by the HST in specific medical needs, 3) Vision and Hearing Screening, and 4) BMI (Body Mass Index) Assessment.

Academic Strategies: Academic needs assessments include:
1) DRA are given three times a year, 2) FAIR is given to Kindergarten three times a year 3) FCAT, grades 3-4-5, 4) Broward Assessment Tests twice a year, 5) Mid and End Year Reading tests, 6) Mini Benchmark Assessments, 7) Accelerated Reader contests for student incentive, 8) SES provided after school hours, 9) FCAT camp provided after school hours, 10) FCAT night for parents, 11) Pull out support in both Reading and Math, and 12) Implementation of RTI (Response to Intervention). 3.5 new teachers hired to provide an additional hour daily of reading instruction.

Title I, Part D

N/A

Title II

N/A

Title III

Park Ridge has an ELL team and a lead teacher to assist with ESOL instructional strategies. These staff members are responsible for maintaining ELL folders and administering ELL tests required by state and/or federal government. A sheltered 3rd grade class has been made to meet the needs of A1, A2 and B1 students. ELL materials are available for our ELL students to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Identified students will receive additional services including but not limited to push in/push out small groups. These groups will be instructed in the areas of greatest need based on specific concerns. They will be provided with intensive remediation. Supplemental materials will be provided based upon identified need. SAI funds are used to provide additional tutoring after school, Saturday camps and for additional instructional support during the school day.

Violence Prevention Programs

Park Ridge builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bullying Policy 5.9. A discipline committee has been established and will continually revise Park Ridge Elementary's discipline plan and share updates as needed.

Nutrition Programs

Park Ridge Elementary is committed to a nutritional program, which is a wellness initiative designed to encourage better nutrition and increase physical actively. Through the districts Food & Nutrition Services program healthy meals are provided to all students. Free and Reduced Lunch Program is offered to eligible students to assure healthy meals are consumed by all students.

Park Ridge is also a recipient of the Meals for Minds Food Bank Program through the Target Heart of America grant. Each month, registered Park Ridge students will receive approximately 20-25 pounds of food, which includes dry goods, fresh fruits and vegetables.

Housing Programs

N/A

Head Start

Head Start, a national federally funded program, provides comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

Adult Education

N/A

Career and Technical Education

Park Ridge Elementary students will have the opportunity to explore career options through our guidance program. Additionally, all fifth grade students will participate in the Junior Achievement curriculum which is a 20 hour economic curriculum focused on career opportunities.

Job Training

N/A

Other

Parental Involvement and Resource Centers (PIRC) are promoted by the school to encourage parent participation. These resources provide information about academic and social services programs and resources. The goal of this program is to help parents understand educational issues and more effectively communicate with school personnel.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Members of the school based RTI Team include the Principal, Assistant Principal, Reading Coach, ESOL Coordinator, ESE Specialist, School Psychologist, ESE Teacher, Speech and Language Pathologist, Classroom Teacher and Guidance Counselor

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing 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.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

READING:
Students at Park Ridge Elementary will participate in the Reading Benchmark Assessment Test given in September and December. 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 will receive small group instruction. End of story and unit chapter tests will be given for the core reading series in grades K-5. Quarterly Diagnostic reports will be generated in Accelerated Reader, iStation, and STAR Literacy. Results will be used to assist in meeting individual student needs. Students in grades 2-5 will utilize iStation, FCAT Explorer and Accelerated Reader. 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 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 Phonics for Reading. Results from tests will be reviewed at monthly data chats. Additionally, the state has provided us with three and a half Reading Teachers to support our Reading Program to improve our Reading proficiency. All students K-5 will have an extra hour instructional reading block. These new teachers will meet daily with the Reading Coach for planning, data analysis, coaching, collaborating and professional development.

MATH:
Students at Park Ridge Elementary will participate in BAT I and II during September and December. All of the Go Math Assessments will be administered based on the District Instructional Focus Calendars. Teachers will utilize Data Binders for ongoing progress monitoring. Binders will 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 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 during 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 entered 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.

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Members of the school based LLT Team include:
Dr. Watson, Principal
Mrs.. Porcena, Assistant Principal
Ms. Littlefield, Reading Coach
Ms. Johnson, ESE Teacher
Ms. Cimbal, Speech and Language Pathologist
Mr James Mitchell Guidance Counselor
Ms. McKnight, Media Specialist
Team Leaders: K-Wheatley, 1st - Manarrino, 2nd - Horenstein, 3rd - Sanders, 4th - Cobb, 5th - Lowe

Describe how the school-based LLT functions (e.g., meeting processes and roles/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.

What will be the major initiatives of the LLT this year?

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.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 HeadStart 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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring level 3 or higher on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 24% (32) of students in grades 3-5 scored level 3 on the FCAT Reading Test	By June 2013, 30% (40) of students in grades 3-5 will score level 3 on the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in grade level vocabulary.	Each teacher will read daily, utilizing the Anthology component from Treasures. Appropriate vocabulary will be identified in each selection. Students will be encouraged to use new vocabulary in their daily conversations through the use of incentives. Teachers will implement strategies learned from previous years professional learning community.	Reading Coach	Classroom Walk Through Individual student conferencing will focus on vocabulary usage.	Treasures Assessment Mini Benchmark Assessments BAT 1 and BAT 2
2	Limited academic background knowledge	The additional 3.5 Reading teachers will provide additional 60 minutes daily in a double dose delivery for all students, grades K-5. Enrichment provided through the use of Fundations and FCAT Benchmark Instruction	Administration Reading Coach	Grade team meetings reviewing assessments. Student data chats and conferences. Classroom Walk through focusing on the learners and curriculum.	Treasures' assessments Mini Benchmark Assessments
3	Limited academic background knowledge	Each Reading teacher will provide an additional 60 minutes in a double dose delivery for all students, grades K-5. All teachers will use United Streaming to increase background knowledge for our students.	Administration Reading Coach	Grade team meetings reviewing assessments. Student data chats and conferences. Classroom walk through focusing on the learners and curriculum.	Fundation and Mini-benchmark asssessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring level 4 or higher on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 6% (8) of our students achieved proficiency at a level 4 on the FCAT Reading 2.0 Assessment.	By June 2013, 14% (19) of the students in grades 3-5 will achieve proficiency at level 4 or above on the FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to maintain concepts, skills, and strategies at the higher levels	Level 4 & 5 students are grouped. Teachers will provide differentiated instruction using higher level questioning and critical thinking.	Reading Coach	CWT focusing on teacher questioning and student responses	Broward Assessment Tests BAT 1 & 2.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students scoring making learning gains on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 57% (54) of the students in grades 3-5 made learning gains in reading on the FCAT Reading 2.0 Assessment.	By June 2013, 60% (57) of the students in grades 3-5 will demonstrate learning gains on FCAT Reading 2.0 Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of fluency in reading grade appropriate text	Teachers will provide a variety of opportunities to increase fluency, shared reading, repeated readings, and fluency programs such as Quick Reads.	Reading Coach Team Leaders	Analysis of fluency probe scores CWT that focus on instruction	Teacher observation and review of district oral reading fluency probe
2	Inability to maintain concepts, skills, and strategies	Technology (iStation and FCAT Explorer) Centers provide opportunities to review and maintain benchmarks. After school tutorials are provided for the students	Reading Coach Classroom Teacher	iStation and FCAT Explorer reports and center work will be analyzed. Classroom walk through with specific focus on curriculum and Instruction	iStation and FCAT Explorer reports Mini Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains on the reading FCAT 2.0 will increase 2% through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 75% (20) of students in lowest 25% made learning gains in reading.	By June 2013, 77% (20) of students in lowest 25% will make learning gains n reading in 2012 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in the areas Phonics, Fluency and comprehension	Identified students will participate in phonics based programs such as Phonics for Reading and Foundations. An extra hour of reading will be provided by new Reading teachers provided by the state.	Reading Coach ESE Teacher Classroom teacher	Monitoring results of Phonics for Reading and Fundations assessments Data analysis of BAT1 and BAT 2 Progress monitoring using the district Mini-Assessments	BAT 1 & 2 Mini Benchmark Assessments Core Reading diagnostic assessments District Required Assessments
2	Students have difficulty comprehending text	Identified students will receive additional targeted small group instruction from their classroom teachers. Students will receive an additional hour of instruction daily with our additional reading teachers.	Reading Coach	Analysis of assessment. Results will determine groupings, instruction, and remediation	BAT 1 & 2 Mini Benchmark Assessments
3	Students have deficiencies in the areas of Phonemic Awareness, Phonics, and Fluency	Identified students will participate in phonics based programs such as Passport and Phonics for Reading Foundation and language master	Reading Coach ESE Teacher Classroom teacher	Monitoring results of quick checks and assessments imbedded in programs	District Required Assessments F.A.I.R DRA k-2nd Rigby k-2nd

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	As of June 2013 Park Ridge Elementary will increase their reading achievement gap by 5% each year resulting in a AMO target of 83% by year 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	43	48	54	59	64	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The number of students that did not make satisfactory progress in reading will decrease in each subgroup through the use of an enriched literacy based curriculum which utilizes: chapter books, small group instruction with differentiated instruction, and technology based computer programs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 100% (3) of subgroup White did not make satisfactory progress in reading. As of June 2012 73% (82) of subgroup Black did not make satisfactory progress in reading. As of June 2012 56% (9) of subgroup Hispanic did not make satisfactory progress in reading. As of June 2012 1% (1) of subgroup Asian did not make satisfactory progress in reading. As of June 2012 0% (0) of subgroup Indian did not make satisfactory progress in reading.	As of June 2013 there will be a decrease from 100% to 90% of subgroup White not making satisfactory progress in reading. As of June 2013 there will remain at 73% of subgroup Black not making satisfactory progress in reading. As of June 2013 there will be a decrease from 56% to 49% of subgroup Hispanic not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in the areas of Phonics, Fluency and Comprehension	Identified students will participate in phonics based programs such as Phonics for Reading and Foundations. An extra hour of reading will be provided daily by new Reading teachers provided by the state.	Reading Coach ESE Teacher Classroom teacher	Monitoring results of quick checks and assessments embedded in programs	BAT 1 & 2 Mini Benchmark Assessments District Required Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of English Language Learners not making satisfactory progress in reading will decrease by 3% through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 87%(34) of the English Language Learners (ELL) did not make satisfactory progress in reading.	By June 2013 75%(9)of the English Language Learners (ELL) will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are deficient in grade level vocabulary	Teachers will implement ESOL strategies Teachers will utilize interactive classroom word walls and word banks to enhance	Reading Coach Team Leaders Classroom teacher Leadership Team	Through (CWT) focusing on student journals and teacher directed work wall activities. Individual student conferencing focusing on	BAT 1 & 2 Mini Benchmark assessments

1		instruction and build student vocabulary. Pictorial representation will accompany appropriate words. Students will maintain personal word journals to reinforce student vocabulary. Teachers will provide a center to reinforce vocabulary. Radius /language master			vocabulary usage and journals.	
2	A1, A 2, B1, and targeted B2 students need a more supportive environment conducive to second language acquisition.	Targeted students will be assigned to sheltered classrooms using supplemental instructional materials specific for ELL students. ESOL strategies will be implemented.	Reading Coach Team Leaders ESOL Resource Teacher Leadership Team	Analysis of District assessments CWT (classroom walk through)	Mini benchmark assessments Oral Reading Fluency Assessments
3	Lack of communication support for A1 and A2 students.	A teacher aide who is proficient in the students' native language will be scheduled to provide assistance in the ESOL sheltered classrooms Grade 3 will provide a sheltered classroom for ESOL students.	Administration ESOL Resource Teacher Classroom Teacher Bilingual certified classroom assistance Leadership Team	On going reviews and monitoring of students' language classification	IPT assessment CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities not making satisfactory progress in reading will decrease 2% through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, school wide reading strategies, and the push in/ pull out model intervention.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 79%(19)of the students with disabilities did not make satisfactory progress in reading.	By June 2013 77%(4)of the students with disabilities will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty decoding and comprehending grade appropriate text	ESE Teacher will implement a push in model grades k-5. ESE teacher will consult with General Education teachers. Accommodations will be provided per IEPs.	ESE Specialist ESE Teacher Reading Coach Classroom teacher Leadership Team	Analysis of assessments to determine effectiveness of instruction and accommodations	Mini Benchmark Assessment Tests Program assessment Pre- DAR testing Post- DAR testing
2	Lack of fluency in reading grade appropriate text.	Teachers will provide a variety of opportunities to increase fluency: shared reading, repeated readings, and fluency programs such as Quick Reads Each student will be provided an additional hour of reading to improve their	Reading Coach ESE Teacher ESE Specialist Classroom teacher Leadership Team	Analyzing Fluency progress monitoring charts and assessments	Fluency probes Fluency program assessments

		comprehension by Reading Teachers.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically disadvantage students not making satisfactory progress in reading will decrease by 3% through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 71%(94)of the economically disadvantaged students did not make satisfactory progress in reading	By June 2013 68%(70)of the economically disadvantaged students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are limited opportunities for students to practice reading independently.	Students will participate in school-wide Accelerated Reader program.	Reading Coach Media Specialist Classroom teachers Leadership Team	Monitoring Accelerated Reader reports for points earned and percentage correct. Student and teacher data chat.	Accelerated Reader reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FLKRS	K	Reading Coach	Kindergarten	August 24, 2012	PMRN FLKRS reports Data chats	Reading Coach
Word Wall Activities	K-5	Reading Coach	Grades 1-5 Reading Intervention Teachers	September 6, 2012	Coaching and Modeling Teacher Observation	Reading Coach
Active Learning	K-5	Reading Coach	Grades K-5 Reading Intervention Teachers	September 13, 2012	Coaching and Modeling Teacher Observation	Reading Coach
Virtual Counselor Data Warehouse (DWH)	K-5	Reading Coach	Grades K-5 Reading Intervention Teachers	Ongoing September 2012 – June 2013	Data Chats Virtual Counselor Data Warehouse	Reading Coach
Common Core	K-5	Reading Coach	Grades K-2	Ongoing August 2012 – June 2013	Coaching and Modeling Teacher Observation	Reading Coach
DRA	Grades 1 and 2	Reading Coach	Grades 1 and 2 New Reading Teachers	September 13, 2012	Data Chats Virtual Counselor	Reading Coach
Benchmark Rollout	Grades 3-5	Reading Coach	Grades 3-5	August 2012 – June 2013	Coaching and Modeling Teacher Observation	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention material for student who are not responding to reading core instruction	Researched-based materials	SAC-School Accountability	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Document projectors (3)	Title 1	$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Training	Substitutes teacher/stipends	Title 1	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Substitute teachers to provide coverage during implementation of student assessments	Substitute Teachers	Title 1	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $11,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, 39% (54 students) of the students in grades K-5 will make learning gains in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
As of June 2012, 35% (54) of the students were proficient in Listening and Speaking.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are limited opportunities for our ESOL students to participate in individual oral presentations.	With the infusion of the new Common Core Standards our students will have more opportunities to participate in active student learning strategies that will	Reading Coach Classroom teachers ESOL Coordinator	Classroom Walkthrough Student and teacher data chat.	CELLA

	provide them with skills to become better listeners and increase verbal interactions.			

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 31% (36 students) of the students in grades K-5 will make learning gains in listening and reading.

2012 Current Percent of Students Proficient in reading:
As of June 2012, 28% (33) of the students were proficient in Reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in the areas Phonics, Fluency and comprehension	Identified students will participate in phonics based programs such as Phonics for Reading and Foundations. Students will participate in iStation, a computer program that will instruct on their individual reading level. An extra hour of reading will be provided by new Reading teachers provided by the state.	Reading Coach Classroom Teacher ESOL Coordinator	Monitoring results of Phonics for Reading and Fundations assessments. Data analysis of BAT1 and BAT 2 . Progress monitoring using the district Mini-Assessments	BAT 1 & 2 Mini Benchmark Assessments District Required Assessments iStation reports CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, 18% (24 students) of the students in grades K-5 will make learning gains in writing.

2012 Current Percent of Students Proficient in writing:
As of June 2012, 16% (22) of the students were proficient in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are limited opportunities for our ESOL students to participate in individual writing lessons.	With the infusion of the new Common Core Standards our students will have increased opportunities that connect to writing.	Reading Coach Classroom Teacher ESOL Coordinator	BEEP writing lessons	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring at achievement level 3 in mathematics will increase through the use of the districts GO Math series, technology, hands on activities, problem solving strategies, and word walls.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 30% (40) of students in grades 3-5 scored level 3 on the FCAT Math 2.0.	By June 2013, 30% (40) of students in grades 3-5 scored level 3 on the FCAT Math 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack knowledge of the Next Generation Sunshine State Standards.	Teachers will be given training on the Next Generation Sunshine State Standards by District trainers. Math Coach will meet with teachers bi-weekly to review standards in the upcoming lessons and ensure the teachers are prepared.	Math Coach Administration	Math Coach, Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	Student-created work, GO Math! Activities
2	Teachers need assistance with the efficient use of Go Math series	Math Coach, Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	Math Coach Administration	Math Coach, Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	Go Math! Chapter Test
3	Students have difficulty maintaining the concepts and skills as they progress to the next grade level.	Students will be instructed using the newly adopted GO Math! Series. Students will participate in a spiral review center activity 2-3 times a week	Math Coach Administration	Math Coach and Administration will conduct Classroom Walk-Through (CWTs) with a focus on the use of the GO Math! Series and the availability of a review center. Math Coach will meet with the teachers bi-weekly to discuss and review the chosen spiral review center activities and student-created center work. Center activities will be adjusted as needed	Student-created work, GO Math! Activities
	Students lack prior knowledge in science concepts. Teachers lack of knowledge of the next generation. Teachers are unfamiliar with the newly adapted	Students in all grade levels will receive science instruction aligned to the district IFC to ensure coverage of the Next Generation Standards. Teachers will participate in PLCs with instruction of new Science Series	Science Coach Administration Classroom Teacher	Classroom Walk Throughs that focus on science instruction. Review and analyze student data.	Mini Assessments, BATs, Student Science Notebooks Weekly Assessments End of unit assessments

4	science series.	Test Items Specifications will be used to guide instruction and assessment. District BECON Programs: Science Alive (grades 3-5), Soaring Into FCAT Science (grades 3-5), Science and Me (grades K-2) will be used to review annually assessed benchmarks.			District evaluation tools 5th grade FCAT
5	Students lack vocabulary to understand and articulate science concepts.	Utilize science notebooks to reflect on science lessons. Incorporate Science Fusions leveled readers Vocabulary materials and Delta Readers in science instruction. Interactive word walls will be used to enhance instruction and build student vocabulary. Utilize the use of CAVS materials and science dictionaries (Science Saurus) for English Language Learners. Utilize Vocabulary within the science series.	Science Coach Administration	(Classroom walk through) CWTs that focus on implementation of vocabulary acquisition. Review and analyze student data for vocabulary strengths and weaknesses.	Mini Assessments, BATs, Student Science Notebooks
6	Students have limited knowledge in science process skills	Teachers in K-5 will implement hands-on Science activities based on District Instructional Focus Calendar. Students will utilize science notebooks in grades K-5 to reflect on science lessons and activities.	Science Coach Administration Classroom teacher	CWTs that focus on implementation hands-on activities. Mini Assessments, BATs, Student Science Notebooks Data Chats	Mini Assessments, BATs, Student Science Notebooks
7	Teachers lack knowledge of the Next Generation Sunshine State Standards.	Teachers will be given training on the Next Generation Sunshine State Standards by District trainers. Math Coach will meet with teachers bi-weekly to review standards in the upcoming lessons and ensure the teachers are prepared.	Administration	Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests.
8	Teachers need assistances with the efficient use of Go Math series	Teachers will be given training on the GO Math! series by District trainers	Administration	Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests.
9	Students have difficulty maintaining the concepts and skills as they progress to the next grade level.	Students will be instructed using the newly adopted GO Math! Series. Students will participate in a spiral review center activity 2-3 times a week.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use of the GO Math! Series and the availability of a review center. Administration will meet	Student-created work, GO Math! Activities

| | | | | with the teachers bi-weekly to discuss and review the chosen spiral review center activities and student-created center work. Center activities will be adjusted as needed. | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a:	Data indicates that the percentage of students scoring at or above achievement level 4 in mathematics will increase through the use of the districts GO Math series, technology, hands on activities, and real world problem solving.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 12% (15) of students in grades 3-5 scored above proficiency on the FCAT Math Assessment.	By June 2013, 12% (16) of the grades 3-5 students will achieve above proficiency on the FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional opportunities to complete rigorous activities.	Students will complete the Big Idea projects included in GO Math!.	Administration	Administration and teachers will review the progress of the Big Idea projects and make adjustments as needed.	GO Math! Big Idea projects.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains will increase through small group instruction, differentiated instruction, math push in/pull out support, and FCAT camp.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 55% (52) of students in grades 3-5 made learning gains on the Math FCAT.	By June 2013, 60% (57) of students in grades 3-5 will make learning gains on the Math FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty maintaining the concepts and skills as they progress to the next grade level.	Students will be instructed using the newly adopted GO Math! Series. Students will participate in a spiral review center activity 2-3 times a week.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use of the GO Math! Series and the availability of a review center. Administration will meet with the teachers bi-weekly to discuss and review the chosen spiral review center activities and student-created center work. Center activities will be adjusted as needed.	Student-created work, GO Math! Activities
2	Students have difficulty understanding the skills and concepts upon initial delivery of instruction.	Students will participate in teacher-directed small group instruction for remediation on a daily basis. Students will utilize the GO Math! Digital resources (Destination Math, Mega Math, Soar to Success) for additional support.	Administration	Teachers will give a formative assessment at the conclusion of the small group. Teachers will review digital resource data and make modifications as needed. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Intervention resources, GO Math! Chapter Tests, GO Math! Digital resources

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains will increase through small group instruction, differentiated instruction, math push in/ pull out suppory, and FCAT camp.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 60% (13) of students in the lowest 25% made learning gains in math on the Math FCAT .	By June 2013, 65% (15) of students in Lowest 25% will make learning gains in math on the Math FCAT .

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students have difficulty understanding the skills and concepts upon initial delivery of instruction.</td><td>Students will participate in teacher-directed small group instruction for remediation on a daily basis.

Students will utilize the GO Math! Digital resources (Destination Math, Mega Math, Soar to Success) for additional support.

Students will be given additional learning opportunities through a push-in model.</td><td>Math Coach

Administration</td><td>Teachers will give a formative assessment at the conclusion of the small group. Teachers will review digital resource data and make modifications as needed.

Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.</td><td>GO Math! Intervention resources, GO Math! Chapter Tests, GO Math! Digital resources</td></tr>
<tr><td></td><td>Students have had limited exposure to hands-on materials.</td><td>Students will use manipulative when appropriate, with the teacher modeling the use</td><td>Administration</td><td>Administration will conduct Classroom Walk-Through (CWTs) with a focus on the use of</td><td>GO Math! Chapter Tests and Big Idea Assessments.</td></tr>
</table>

		of manipulative.		manipulative. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	
2					
3	Students have limited exposure to math vocabulary.	Teachers and students will utilize an interactive word wall, which includes a pictorial representation, to enhance instruction and build student vocabulary.	Administration	Administration will conduct Classroom Walk-Through (CWTs) with a focus on the use the word wall. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests and Big Idea Assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # As of June 2013 Park Ridge Elementary will increase their mathematics achievement gap by 3% each year resulting in a AMO target of 68% by year 2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	47	52	57	63	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Data indicates that Black students increase by 2% to meet math proficiency on the 2011 Math FCAT. Please note a large majority of the total population is inclusive of the black sub group thus similar barriers and strategies as previously noted.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 66% (2) of subgroup White did not make satisfactory progress in math. As of June 2012, 66% (75) of subgroup Black did not make satisfactory progress in math. As of June 2012, 31% (5) of subgroup Hispanic did not make satisfactory progress in math. As of June 2012, 0% (0) of subgroup Asian did not make satisfactory progress in math. As of June 2012, 0% (0) of subgroup Native American did not make satisfactory progress in math.	By June 2013, there will be a decrease from 66% to 36% of subgroup White not making satisfactory progress in mathematics. By June 2013, there will be a decrease from 66% to 64% of subgroup Black not making satisfactory progress in math. By June 2013, there will be a decrease from 31% to 25% of subgroup Hispanic not making satisfactory progress in math. By June 2013, there will be a decrease from 0% to 0% of subgroup Asian not making satisfactory progress in math. By June 2013, there will be a decrease from 0% to 0% of subgroup Native American not making satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty maintaining the concepts and skills as they	Students will be instructed using the newly adopted GO Math!	Administration	Administration will conduct Classroom Walk-Through (CWTs) with a	Student-created work, GO Math! Activities

1	progress to the next grade level.	Series. Students will participate in a spiral review center activity 2-3 times a week.		focus on the use of the GO Math! Series and the availability of a review center. Administration will meet with the teachers bi-weekly to discuss and review the chosen spiral review center activities and student-created center work. Center activities will be adjusted as needed.	
2	Students have difficulty understanding the skills and concepts upon initial delivery of instruction.	Students will participate in teacher-directed small group instruction for remediation on a daily basis. Students will utilize the GO Math! Digital resources (Destination Math, Mega Math, Soar to Success) for additional support. Students will be given additional learning opportunities through a push-in model.	Administration	Teachers will give a formative assessment at the conclusion of the small group. Teachers will review digital resource data and make modifications as needed. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Intervention resources, GO Math! Chapter Tests, GO Math! Digital resources

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 31% (79) of the English language Learners did not make satisfactory progress in mathematics.	By June 2013, there will be a decrease from 31% to 23% of English Language Learners not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to math vocabulary.	Teachers and students will utilize an interactive word wall, which includes a pictorial representation, to enhance instruction and build student vocabulary.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use the word wall. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests and Big Idea Assessments.
2	Students have had limited exposure to hands-on materials.	Students will use manipulative when appropriate, with the teacher modeling the use of manipulative.	Administration	Administration will conduct Classroom Walk-Through(CWTs) with a focus on the use of manipulative. Administration and teachers will review	GO Math! Chapter Tests and Big Idea Assessments.

				assessment data on a monthly basis and make instructional adjustments as needed.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 66% (16) of the students with disabilities did not make satisfactory progress in mathematics.	As of June 2013 there will be a decrease from 66% to 64% of Students with Disabilities not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have had limited exposure to hands-on materials.	Students will use manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use of manipulatives. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests and Big Idea Assessments.
2	Students have limited exposure to math vocabulary.	Teachers and students will utilize an interactive word wall, which includes a pictorial representation, to enhance instruction and build student vocabulary.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use the word wall. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Chapter Tests and Big Idea Assessments.
3	Students have difficulty understanding the skills and concepts upon initial delivery of instruction.	Students will be given additional support using Soar to Success (a digital resource included with the GO Math! Series). Activities will be assigned based on the student's needs.	Administration	Teachers will monitor the progress of the students by reviewing the Soar to Success student reports. Additional Soar to Success support will be assigned as needed.	Soar to Success Program

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 60% (81) of the students economically	By June 2013 there will be a decrease from 60% to 56% of

	disadvantage did not make satisfactory progress in mathematics.		the Economically Disadvantage students not making satisfactory progress in mathematics.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty maintaining the concepts and skills as they progress to the next grade level.	Students will be instructed using the newly adopted GO Math! Series. Students will participate in a spiral review center activity 2-3 times a week.	Administration	Administration will conduct Classroom Walk-Throughs (CWTs) with a focus on the use of the GO Math! Series and the availability of a review center. Administration will meet with the teachers bi-weekly to discuss and review the chosen spiral review center activities and student-created center work. Center activities will be adjusted as needed.	Student-created work, GO Math! Activities
2	Students have difficulty understanding the skills and concepts upon initial delivery of instruction.	Students will participate in teacher-directed small group instruction for remediation on a daily basis. Students will utilize the GO Math! Digital resources (Destination Math, Mega Math, Soar to Success) for additional support. Students will be given additional learning opportunities through a push-in model.	Administration	Teachers will give a formative assessment at the conclusion of the small group. Teachers will review digital resource data and make modifications as needed. Administration and teachers will review assessment data on a monthly basis and make instructional adjustments as needed.	GO Math! Intervention resources, GO Math! Chapter Tests, GO Math! Digital resources

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Big Idea 1, 2, 3 Common Core	K-5 Math	PD Facilitator	School-wide	August 23, 2012 Bi-weekly	Team meeting Classroom Walkthrough	Math Coach
Technology for beginners and advance Go Math	K-5 Math	PD Facilitator	Teacher that are using a smart classroom	Bi-monthly	Team meeting Classroom Walkthrough	Math Coach
Podcast and Discussion	K-5 Math	PD Facilitator	School-wide	Bi-monthly	Team meeting	School-wide

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide practice for basic math concepts using math software	Touch Math Software	Title 1	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students scoring level 3 on science FCAT 2.0 will increase through daily science instruction,technology, and hands on science experiments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June, 2012, 12% (6) of our 5th grade students scored Level 3 on the Science FCAT 2.0.	By June of 2013, 20% (10) of our 5th grade will score a level 3 on the Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge in science concepts. Teachers lack of knowledge of the next generation. Teachers are unfamiliar with the newly adapted science series.	Students in all grade levels will receive science instruction aligned to the district IFC to ensure coverage of the Next Generation Standards. Teachers will participate in PLCs with instruction of new Science Series Test Items Specifications will be used to guide	Science Coach Administration Classroom Teacher	Classroom Walk Throughs that focus on science instruction. Review and analyze student data.	Mini Assessments, BATs, Student Science Notebooks Weekly Assessments End of unit assessments District evaluation tools 5th grade FCAT

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		instruction and assessment. District BECON Programs: Science Alive (grades 3-5), Soaring Into FCAT Science (grades 3-5), Science and Me (grades K-2) will be used to review annually assessed benchmarks.			
2	Students lack vocabulary to understand and articulate science concepts.	Utilize science notebooks to reflect on science lessons. Incorporate Science Fusions leveled readers Vocabulary materials and Delta Readers in science instruction. Interactive word walls will be used to enhance instruction and build student vocabulary. Utilize the use of CAVS materials and science dictionaries (Science Saurus) for English Language Learners. Utilize Vocabulary within the science series.	Science Coach Administration	(Classroom walk through) CWTs that focus on implementation of vocabulary acquisition. Review and analyze student data for vocabulary strengths and weaknesses.	Mini Assessments, BATs, Student Science Notebooks
3	Students have limited knowledge in science process skills	Teachers in K-5 will implement hands-on Science activities based on District Instructional Focus Calendar. Students will utilize science notebooks in grades K-5 to reflect on science lessons and activities.	Science Coach Administration Classroom teacher	CWTs that focus on implementation hands-on activities. Mini Assessments, BATs, Student Science Notebooks Data Chats	Mini Assessments, BATs, Student Science Notebooks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring level 4 on science FCAT 2.0 will increase through daily science instruction, technology, and hands on science experiments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012 4% (2) of our 5th grade students scored a level 4 or 5 on the FCAT Science.	By June 2013, 12% (6) of our 5th grade students will score a level 4 or 5 on FCAT Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need higher level thinking and challenging learning opportunities.	Students will attend centers, virtual lab, and hand-ons activity. Review and enrichment will be based on student assessment data. Project Based Learning will be utilized to enhance student motivation and learning depth.	Science Coach Administration Classroom Teacher	Classroom walk through that focus on science enrichment. Mini Assessments, BATs, Student Science Notebooks	Mini Assessments, BATs, Student Science Notebooks, Project Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to organize and use science notebooks in the classroom	Science grades 3 -5	Science Coach	Science teachers, grades 3-5		Weekly review of science notebooks. Classroom walkthroughs	Science Coach, Administration
Department PLC will focus on science strategies, lesson planning and incorporating CCSS.	Science Grades K-5	Science Coach	School Wide	Planning Days	Classroom Walk-Throughs, Teacher Observations	Science Coach, Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Science Kits	Replacement of Science Kit materials	Internal	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS FCAT Explorer	BEEP	No funding needed	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Double Dose	Academic Camp	A+ Money	$500.00
			Subtotal: $500.00
			Grand Total: $800.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring 3.0 or higher on the FCAT Writing 2.0 will increase through the use of a structured daily writing block and program that incorporates, modeled, shared, guided, and independent writing.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	As of June 2012 68% (30) of the students scored level 3.0 or higher on FCAT Writing 2.0.	By June 2013, 71% (31)of the students will score level 3.0 or higher on the FCAT Writing 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack elaboration in their writing.	Identify students in fourth grade writing at proficient level and provide instruction focused on adding details, improving word choice and writing with voice	Teachers and Support Staff	Classroom walk-through Analyze writing prompts Data chats between student and teacher Daily student/ teacher conference	District Base line writing assessment BAT 1 and Bat 2
2	Lack of higher level writing skills, such as voice, figurative language	Utilizing strategies that embed the six traits of writing into the instruction.	Assistant Principal	Monthly Prompts	District Base line writing assessment Classroom Assessments School-wide Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Common Core	K-5	4th Grade Team Leader Assistant Principal	School- wide	On-going September 2012 - June 2013	Monthly school-wide writing assessment	Administration, Leadership Team, Classroom Teachers
Writing across the curriculum	K-5	Assistant Principal	School- wide	On-going September 2012 - June 2013	Monthly school-wide writing assessment	Administration, Leadership Team, Classroom Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology to incorporate writing's best practices.	Wireless Carts, Smartboards, Mimio Board, Kidspiration & Document cameras.	No funding needed	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Following the 6 traits of writing & CCSS	District training	No funding needed	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School Intensive Writing Workshop for grade 4		School Accountability	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2012, the attendance rate will increase to 96% (446)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance Rate: 95.4%	By June 2013, the expected attendance rate will increase 96% (446).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

Number of Students with Excessive Absences: 68	By June 2013, the expected number of students with excessive absences will decrease by 50%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Number of Students with Excessive Tardies: 89	By June 2013, the number of students with excessive tardies will decrease to 75.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to attend school regularly.	Students that have more than 3 unexcused absences/tardies will receive a social worker referral	BTIP Coordinator Social Worker	Monthly Attendance Reports RTI Interim Report	Attendance records
2	An accumulation of excused absences	Request acceptable written documentation for excuse absences after the 5th absence Parent Link and monthly newsletter will include information regarding excessive absences and tardies.	Administrator Attendance designee Social Worker	Daily attendance record (Pinnacle), BTIP Process and doctor's note for excessive absences.	Attendance printouts, report card BTIP printout
3	Tardy students miss valuable morning instruction	Implement recognition program to encourage and/or reward students arrive to school on time	Assistant Principal	Attendance record (Pinnacle)	Monthly comparison of attendance data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance and tardy patterns	PK-5, ESE	In-service Facilitator	School-wide	Early Release days	Review attendance and tardy data on a quarterly basis	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, the number of suspensions will decrease with the proper use of the schools behavior plan.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Total Number of In School Suspensions: 71	By June 2013, the number of in school suspensions will decrease by 50% (35)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total Number of Students Suspended In School: 45	By June 2013, the number of out of school suspensions will decrease by 50% (22).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Total Number of Out of School Suspensions: 9	By June 2013, the number of students suspended out of school will decrease by 50%.(4)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Total Number of Out of School Suspensions: 9	By June 2013, the number of students suspended out of school will decrease by 50%.(4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the school-wide discipline plan with fidelity	In-service to review school wide discipline plan.	Administration Guidance Discipline Committee	Classroom Walkthrough	Discipline Management System
2	Students are not familiar with school wide discipline expectations	Students will be oriented to the Dolphin Behavior Management Plan.	Administration	Classroom walkthrough	Referral Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Refresher	Pre-K – 5th	Team Leaders	Teachers	Early Release Day	Classroom Walkthroughs	Team Leaders
Rules/ Expectations Review	Pre-K – 5th	Assistant Principal	School-Wide	August 2012	Classroom Walkthroughs	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, 75% (348) of parents will participate in decisions regarding their child's educational program as evidenced by attendance at parent trainings, meetings, or conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

32% (135) of parents will participated in decisions regarding their child's educational program as evidence by attendance at parent training, meeting, or conferences.		By June 2013, 75% (348) of parents will participate in decisions regarding their child's educational program as evidenced by attendance at parent trainings, meetings, or conferences.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support from local community businesses	Invite businesses to attend SAC/PTA meetings. Build partnership connections by participating in a reciprocal relationship with recognition of business partners in the school newsletter, logo post on school website, presentation of certificate of sponsorship.	Administration Partnership Liaison	Business Partnership survey	Sign in sheets Partnership survey
2	Lack of parent participation	FCAT Workshops for parents will be scheduled each month in the areas of reading, math, writing, and science. Accommodate trainings to align with the majority of parents that are willing to participate at a convenient time. Provide child care	Administration Title 1 Liaison	Attendance Sheets	Parent meeting evaluation forms, Title I Sign-in Sheet
3	Increase parent involvement	Establish a Parent Teacher Association (PTA)	Administration Ms. Nero Ms. McKnight	PTA meeting agenda Attendance sheets	PTA Meeting sign-in sheet Parent Surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Parent Communication	Pre-K – 5th	Team Leaders	School-Wide	Faculty Meetings	Parent Comments Customer Service Surveys	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Math Night	Food, salaries, materials and supplies	Title 1 Funds	$300.00

Reading Parent Night	Food, salaries, materials and supplies	Title 1 Funds	$500.00
Parent/Teacher Communication	Grade level agenda books	Title 1 Funds	$1,000.00
			Subtotal: $1,800.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Parent Seminar	Seminar conducted by Title 1 Office	Title 1 Funds	$150.00
			Subtotal: $150.00
			Grand Total: $1,950.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The goal at Park Ridge is to increase the knowledge of STEM school wide. We will start first with the support team and then with our instructional staff. Thus filtering down to our students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of k knowledge with the STEM Initiative	Dr. Nearor training the support staff (coaches) in STEM. Coaches will present PLCs in STEM.	Administration Coaches	Lesson Plans PLCs Student projects STEM FAIR	CWT Results of the student's projects

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	Coaches: Math Reading Science	Dr. Nearor	Coaches	First Wednesday of every other month	Classroom Walkthrough	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Intervention material for student who are not responding to reading core instruction	Researched-based materials	SAC-School Accountability	$500.00
Science	Use of Science Kits	Replacement of Science Kit materials	Internal	$300.00
Parent Involvement	Family Math Night	Food, salaries, materials and supplies	Title 1 Funds	$300.00
Parent Involvement	Reading Parent Night	Food, salaries, materials and supplies	Title 1 Funds	$500.00
Parent Involvement	Parent/Teacher Communication	Grade level agenda books	Title 1 Funds	$1,000.00
				Subtotal: $2,600.00

Technology				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading		Document projectors (3)	Title 1	$3,000.00
Mathematics	Provide practice for basic math concepts using math software	Touch Math Software	Title 1	$1,000.00
Writing	Use of technology to incorporate writing's best practices.	Wireless Carts, Smartboards, Mimio Board, Kidspiration & Document cameras.	No funding needed	$0.00
				Subtotal: $4,000.00

Professional Development				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	District Training	Substitutes teacher/stipends	Title 1	$5,000.00
Science	FOCUS FCAT Explorer	BEEP	No funding needed	$0.00
Writing	Following the 6 traits of writing & CCSS	District training	No funding needed	$0.00
				Subtotal: $5,000.00

Other				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Substitute teachers to provide coverage during implementation of student assessments	Substitute Teachers	Title 1	$3,000.00
Science	Double Dose	Academic Camp	A+ Money	$500.00
Writing	Saturday School Intensive Writing Workshop for grade 4		School Accountability	$1,000.00
Parent Involvement	Parent Seminar	Seminar conducted by Title 1 Office	Title 1 Funds	$150.00
				Subtotal: $4,650.00
				Grand Total: $16,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃞ Priority	⃞ Focus	⃞ Prevent	⃞ NA

Are you a reward school: ⃞ Yes ⃞ No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Training and targeted instructional materials	$3,000.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will meet monthly and will 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. This year we will provide ongoing training for SAC members in collaborative teamwork. The budget will be discussed. School needs will be discussed as they arise and information will be shared with the group to ensure all stakeholders are kept informed about school progress.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PARK RIDGE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	63%	97%	53%	279	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	56%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	57% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
PARK RIDGE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	60%	92%	21%	227	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	60%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	63% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested