

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: PARKSIDE ELEMENTARY SCHOOL

District Name: Broward

Principal: Susan A. Colton

SAC Chair: Lakay Wilkerson

Superintendent: Robert Runcie

Date of School Board Approval: 12/06/2011

Last Modified on: 10/10/2011

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Susan A. Colton	M.Ed. Early Childhood Ed., Elem. Ed., ESOL, Reading and School Principal	8	24	National Distinguished Principal 2000, Florida Commissioner's Award for Outstanding Leadership, 1999 Parkside Elementary 2005-2011 School Grade: 2011-A 2010-B, 2009-A, 2008-A, 2007-A, 2006-A High Standards Reading: 2011- 81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83% High Standards Math: 2011- 87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83% High Standards Writing: 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006- 75% High Standards Science: 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75% Learning Gains Math: 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75% Lowest 25% Reading: 2011-54%, 2010-46%, 2009-64%, 2008-

					58%, 2007-59%, 2006-70% Lowest 25% Math: 2011-66%, 2010-66%, 2009-76%, 2008-67%, 2007-65% AYP: 2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y 2003-2005 Director of Leadership Development for Broward County Public Schools Parkside Elementary 2000-2002 School Grade: 2002-A, 2001-N Forest Hills Elementary, Principal from 1992-1999 Coral Springs Elementary, Assistant Principal from 1987-2002
Assis Principal	Lawrence Barretto	Ed.S.Educational Leadership, Elem. Ed., ESOL, Gifted Elem	9	19	Parkside Elementary 2004-2011 School Grade: 2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A, 2005-A High Standards Reading: 2011-81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83%, 2005-73% High Standards Math: 2011-87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83%, 2005-80% High Standards Writing: 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006-75%, 2005-79% High Standards Science: 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75%, 2005-69% Learning Gains Math: 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75%, 2005-68% Lowest 25% Reading: 2011-54%, 2010-46%, 2009-64%, 2008-58%, 2007-59%, 2006-70%, 2005-56% Lowest 25% Math: 2011-66%, 2010-66%, 2009-76%, 2008-67%, 2007-65%, AYP: 2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y, 2005-Y Forest Hills Elementary 1997-2004 Ramblewood Elementary 1992-1997

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Lakay Wilkerson	M.S. Reading, Elem. Ed.	11	10	Parkside Elementary 2000-2011 School Grade: 2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A, 2005-A, 2004-A, 2003-B, 2002-A, 2001-NA High Standards Reading: 2011-81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83% High Standards Math: 2011-87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83% High Standards Writing: 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006-75% High Standards Science: 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75% Learning Gains Math: 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75% Lowest 25% Reading: 2011-54%, 2010-46%, 2009-64%, 2008-58%, 2007-59%, 2006-70% Lowest 25% Math: 2011-66%, 2010-66%, 2009-76%, 2008-

					67%, 2007-65% AYP: 2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y
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## HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	WOW Induction - "The Parkside Way" Professional Learning Communities	Randy Bitton	6/1/12	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

\*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	0.0%(0)	12.7%(7)	54.5%(30)	30.9%(17)	32.7%(18)	100.0%(55)	9.1%(5)	9.1%(5)	100.0%(55)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Michelle Schlenk	Ashleigh Errico	Mrs. Schlenk is the current team leader and will be able to assist her with planning and implementing the second grade curriculum	<ol style="list-style-type: none"> <li>1. An orientation into the daily schedule of a 2nd grade classroom.</li> <li>2. Weekly team planning for structuring reading groups.</li> <li>3. Setting up time with the reading coach to teach her how to do running records.</li> <li>4. Weekly discussions to prepare activities and homework packets.</li> <li>5. Pair her up monthly with the reading coach to shadow her through running records.</li> </ol>
Georgina Sutton	Teresa Polland-Moziatis	Mrs. Sutton is the current team leader and will be able to assist her with planning and	<ol style="list-style-type: none"> <li>1. An orientation into the daily schedule of a 1st grade classroom.</li> <li>2. Weekly team planning for structuring reading groups.</li> <li>3. Setting up time with the reading coach to teach her how to do running records.</li> </ol>

		implementing the first grade curriculum	4. Weekly discussions to prepare activities and homework packets. 5. Pair her up monthly with the reading coach to shadow her through running records.
Marie Ritchie	Andrea Lopes	Mrs. Ritchie is the Autism Coach and will be able to assist her with planning for our ASD cluster.	1. An orientation into setting up schedules for students. 2. Schedule monthly meetings with grade level/ESE teachers to reassess progress. 3. Schedule time with reading coach to review all assessments used for ESE students. 4. Be available to trouble shoot when needed.
Kate Hunt	Zamina Solomon	Mrs. Hunt is the current team leader and will be able to assist her with planning and implementing the third grade curriculum.	1. An orientation into the daily schedule of a 3rd grade classroom. 2. Weekly team planning for structuring reading groups. 3. Setting up time with the reading coach to teach her how to do 3rd grade assessments. 4. Weekly discussions to prepare activities and homework packets.

## 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

Title I Funds will be used for one full time teacher, two paraprofessionals, professional development and parent involvement activities.  
 Title I students will have additional Tier 2 and Tier 3 assistance (RtI) through push-in and pull-out models to increase student achievement.  
 Staff Development Funds will be used for a Comprehensive Professional Development Plan to improve the delivery of instruction, move teachers to mastery, and increase student achievement. Two teachers per grade level participated in district training activities in Writing through Title I funding over the summer. Release time will be provided for those teachers to train their teams in the information and strategies learned. PLCs will follow-up with job-embedded teacher collaboration and coaching across levels.  
 Parental Involvement Funds are utilized to fund academic parent nights, support student learning at home, and provide access to all Title I materials and training available. Monies are used to purchase food, supplies and stipends for teacher presenters. Funds are also allocated for parents to attend the Annual District Title I training event.  
 SES (Supplemental Educational Services) will also be provided for all Title I students at Parkside Elementary for the 2011-2012 school year.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Funds are used to support Level 1 and Level 2 FCAT students through smaller push-in and pull-out groups and Study Island tutorial software to be used in aftercare tutoring.

Violence Prevention Programs

Our School Resource Officer conducts the GRADE (Gang Resistance And Drug Education) program with our fifth grade students. He also does Child Lures with our third graders. Our Guidance Counselor provides "Hands Are Not for Hitting" and "Get Real about Violence" programs through Women in Distress. She also works very closely with our Coral Glades Innovation Zone, on "Project Bridge". a district anti-bullying program. Family Central provides parenting classes in English and Spanish on site in the evenings.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administrator, Guidance Counselor, School Psychologist, Social Worker, Reading Coach, ESE Specialist, and Classroom Teachers.

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

Students are identified by the RtI Team through data analysis. Teachers also identify students not meeting academic or behavioral expectations using Tier 1 strategies. Meeting dates are scheduled weekly by the guidance counselor and identified personnel bring in data and documentation for students listed on each week's schedule. A Case Manager is identified (e.g. guidance counselor, administrator, reading specialist, ESE specialist, etc.) to support the teacher. Case managers, as well as other team members including the school psychologist and social worker assist with recommendations for interventions and monitoring of students, based on outcome of classroom interventions, as well as contacting parents to discuss parental concerns and to offer support within the home. Monitoring includes the transfer of data collected to appropriate graphs or tables to show growth. Administration follows up with quarterly Academic Conferences with the Leadership Team and individual teachers.

Describe the role of the school-based RtI 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 school-based RTI Leadership Team is an integral part of the development of the SIP. The team looks first at school-wide core curriculum and the school-wide behavior plan to see if any modifications are needed so that the majority of students are meeting expectations. Next, they assist in identifying the students needing Tier II interventions and work with the teacher and support staff to provide for the child's specific identified needs and collect data to meet goal expectations. Tier III strategies will be used for students whose data shows they are not meeting expectations. The team also continuously reviews and improves the RtI process, the effectiveness of resources available (i.e. Struggling Reading and Struggling Math Charts) for interventions, and monitors the progress of the identified students who might be at risk of not meeting target goals. For behavioral concerns, the team provides behavioral charts which address up to 5 goals to work on in a given time frame. Some of the targeted areas are; number of times on task, number of completed tasks per day, number of call outs per day, and number of referrals, as well as behavioral reinforcement systems.

### RtI 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for Reading and Math), Florida Comprehensive Assessment Test (FCAT), Inventory Tests, Running Records, Kindergarten screening.  
Progress Monitoring: PMRN, Mini-Benchmark Assessments for reading, math and science, Oral Reading Fluency Assessment, Running records, Success maker, Study Island, Foundations, Wilson, GO Math Assessments, BCPS Writing Prompts, and Schoolwide Behavior and Motivation Plan, Code of Conduct and PBIPs.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Mini bats(all core areas) Q-Bat, Study Island, Success maker, Writing Prompts, Behavioral referrals and PBIPs.

End of Year: FAIR, FCAT, other designated alternative assessments.

All academic and behavioral data is kept on Parkside's School-wide Database, Virtual Counselor and TERMS where appropriate.

Describe the plan to train staff on RtI.

Professional development will be provided by the RtI Team during each grade level team's common planning time in small sessions occurring during the first 10 days of school and throughout the year. The RtI will also determine the need for targeted Professional Development throughout the year, as related to identified student and teacher needs.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Susan Colton, Principal  
Larry Barretto, Asst. Principal  
Lakay Wilkerson, Reading Coach  
Marie Ritchie, Autism Coach  
Kelly Allman, ESE specialist  
Stephanie Mogul, Guidance Counselor  
Leadership Team:  
Sharon D'Arcy, Kindergarten  
Georgina Sutton, 1st grade  
Michelle Schlenk, 2nd grade  
Kate Hunt, 3rd grade  
Penny Miller, 4th grade  
Robin Berkowitz, 5th grade  
Marie Ritchie, ASD Coach

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

The team meets monthly to discuss where we are in terms of academics, moral, customer service and any and all concerns that may have come up over the course of the month. The format is conducive to participation from all in attendance. Each

agenda item is discussed, suggestions made, data analyzed and set for implementation. Each member's role is to help come up with thoughtful ideals of implementing the curriculum as well as to help in the decision making process for budget, programs, scheduling of things that will occur outside of the normal teaching and learning setting, as well as to be a sounding board for all of the staff's concerns. Each member is responsible for making sure everyone on their team is made aware of the decisions that were made and assist with it's implementation by all involved.

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

Our major initiative will be to come up with ways to help our lowest 25% of 3-5th grade students make adequate learning gains in reading, as well as maintaining proficiency with all other students.

In addition, we will refocus our school on a Literacy focus, planning many activities to encourage the "Love of Reading".

## NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

[View uploaded file](#) (Uploaded on 9/28/2011)

Public School Choice with Transportation (CWT) Notification

No Attachment

Notification of (School in Need of Improvement) SINI Status

[View uploaded file](#) (Uploaded on 9/28/2011)

## \*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.

Classroom placement is determined by screening results as well as early and lateness of birth date. Parents of incoming Kindergarten students are invited to attend a Kindergarten Roundup held on the first Friday in May. Students will be screened before they enter the classroom to better identify their academic needs.

Parkside also partnered with Family Central to collaborate with local Pre-school teachers to facilitate the transition process.

Parkside has a pre-school program for students with developmental delays and Autism. The students are referred to child study to transition to the Kindergarten classroom. Their skills are evaluated and appropriate Kindergarten placement is done based on their behavioral and academic needs.

## \*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.

## \*High Schools Only

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

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?

## 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 School Feedback Report

## 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:					
1. Students achieving proficiency (FCAT Level 3) in reading  Reading Goal #1:		In looking at the 2011 FCAT data in reading, 36% (123) students scored a level 3. In comparison 38% (138) students scored a level 3 in 2010.			
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
In June 2011, 36% (123) students in grades 3-5 scored a level 3.		By June 2012, 39% (133) of our students in grades 3-5 will achieve a level 3.			
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 unified and consistent reading program that focuses on 2.0 reading standards and benchmarks.	Each classroom teacher will have an uninterrupted 90-minute reading block (not to include writing), implementing Treasures as a foundation K-5. Grade level teachers will plan together to meet the needs of all levels of all students. Marzano training will serve as a catalyst for sharing /refining best practices and feedback.	LaKay Wilkerson, LeadershipTeam Mrs. Colton & Mr. Barretto	Progress Monitoring through data-driven instruction, Quarterly teacher/ administrator Data Chats, RtI data graphing, Marzano observation tool.	Data collected from: Mini-benchmarks and Benchmark Assessment Tests Treasures Program Assessments
2	Supplemental instruction in reading through technology not being monitored through data	Technology that is integrated for reading instruction will include the monitoring of assessment tools and reports.	Lakay Wilkerson, LeadershipTeam, Mrs. Colton & Mr. Barretto	Destination Reading and FCAT Explorer reports will be monitored to determine effectiveness.  Study Island use in Aftercare and at home will be monitored to determine effectiveness.	Destination Reading, FCAT Explorer, Study Island and mini-benchmark assessments.
3	Enrichment instruction in reading is not being utilized to increase/ maintain learning gains for Level 3, 4 & 5 students.	Classroom teachers will focus on enrichment instruction with Level 3, 4 & 5 students (while Level 1 & 2 students are pulled out on "non special days")by using: project-based learning to include technology, reading through other content areas (social studies and science), and extending through strategic and extended thinking activities.	Lakay Wilkerson LeadershipTeam Mrs. Colton & Mr. Barretto	Reading program assessments, mini-benchmarks and BAT will be monitored for increased learning gains.	Reading program assessments, mini-benchmarks and BAT.

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	In looking at the 2011 FCAT data, 45% (152) students scored a level 4 and 5. In comparison to 2010 FCAT data where 44% (159) students scored at this level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 45% (152) students (grades 3-5) received a level 4 and 5 on FCAT reading.	By June 2012, 48% (164) of all students (grades 3-5) will achieve a level 4 or 5 on FCAT 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	Lack of unified and consistent reading program that focuses on 2.0 reading standards and benchmarks.	Each classroom teacher will have an uninterrupted 90-minute reading block (not to include writing), implementing Treasures as a foundation K-5. Grade level teachers will plan together to meet the needs of all levels of all students. Marzano training will serve as a catalyst for sharing /refining best practices and feedback.	LaKay Wilkerson, LeadershipTeam Mrs. Colton & Mr. Barretto	Progress Monitoring through data-driven instruction, Quarterly teacher/administrator Data Chats, RtI data graphing, Marzano observation tool.	Data collected from: Mini-benchmarks and Benchmark Assessment Tests Treasurers Program Assessments
2	Enrichment instruction in reading not being utilized to increase/maintain learning gains for Level 3, 4 & 5 students.	Classroom teachers will focus on enrichment instruction with Level 3, 4 & 5 students (while Level 1 & 2 students are pulled out on "non special days")by using: project-based learning to include technology, reading through other content areas (social studies and science), and extending through strategic and extended thinking activities.	Lakay Wilkerson LeadershipTeam Mrs. Colton & Mr. Barretto	Reading program assessments, mini-benchmarks and BAT will be monitored for increased learning gains.	Reading program assessments, mini-benchmarks and BAT.

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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	In looking at the 2011 FCAT data in reading, 67% (184) students made learning gains, as compared to 69% (191) showing learning gains in 2010.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 67% (184) students in grades 3-5 showed learning gains in FCAT Reading.	By June 2012, 72% (199) students in grades (3-5) will show learning gains in FCAT Reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not being identified early enough for RtI formal data collection. (Teachers are implementing Tier 2 & 3 strategies without formal data collection through RtI process.)	Teachers and administrators will identify students early through Data Chats and begin RtI process of formal data collection of strategies used.	Mrs. Colton, Mr. Barretto and RtI Team	The RtI process will be followed by bring the child's information to the RtI coordinator and assigning a case manager to assist the teacher in identification of needs/strategies.	Tier 2 and Tier 3 strategies will be assessed on an ongoing basis and the data tracked formally to determine achievement and success
2	Enrichment instruction in reading is not being utilized to increase/maintain learning gains for Level 3, 4 & 5 students.	Classroom teachers will focus on enrichment instruction with Level 3, 4 & 5 students (while Level 1 & 2 students are pulled out on "non special days") by using: project-based learning to include technology, reading through other content areas (social studies and science), and extending through strategic and extended thinking activities.	Lakay Wilkerson Leadership Team Mrs. Colton & Mr. Barretto	Reading program assessments, mini-benchmarks and BAT will be monitored for increased learning gains.	Reading program assessments, mini-benchmarks and BAT.

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. Percentage of students in Lowest 25% making learning gains in reading  Reading Goal #4:	In looking at the 2011 FCAT data in reading, 54% (36) students made learning gains as compared to 46% (33) making Learning gains in 2010.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 54% (36) students in grades (3-5) made learning gains in Reading.	By June 2012, 57% (38) of our lowest 25% will show learning gains 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 are not being identified early enough for RtI formal data collection. (Teachers are implementing Tier 2 & 3 strategies without formal data collection through RtI process.)	Students are not being identified early enough for RtI formal data collection. (Teachers are implementing Tier 2 & 3 strategies without formal data collection through RtI process.)	Mrs. Colton, Mr. Barretto and RtI Team	The RtI process will be followed by bring the child's information to the RtI coordinator and assigning a case manager to assist the teacher in identification of needs/strategies.	Tier 2 and Tier 3 strategies will be assessed on an ongoing basis and the data tracked formally to determine achievement and success
2	Follow Up!	Meet with classroom teachers and Reading Coach to update and monitor progress for identified students	Principal and Assistant Principal	Progress Monitoring with Drop Dead Dates!	Schoolwide Database and Virtual Counselor will be checked monthly for assurance.
3	Identifying the root cause of the lack of progress of these fragile students	Courageous conversations about student/family culture, poverty and race that effects teacher expectations and parent involvement	Entire Parkside staff	Continuous improvement process and monitoring of high expectations for all students, providing mentors for targeted students, and providing appropriate academic	Data collected from: Mini-benchmarks and Benchmark Assessment Tests and Triumphs Program Assessments, as

				and social/emotional assistance.	well as increase in student engagement and parent involvement.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5A:	In 2011, 82% (122) of White students, 62% (64) of Black students, 75% (87) of Hispanic students, 67% (10) of Asian students, 39% (11) of ELL students, 48% (33) of SWD students, and 69% (144) of FRL students, made adequate yearly progress in reading. Black, Hispanic, Economically Disadvantaged (FRL), and Students with Disabilities (SWD), and "Total" students did not meet the NCLB standard of 79% to make AYP.
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Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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In 2011, 82% (122) of White students, 62% (64) of Black students, 75% (87) of Hispanic students, 67% (10) of Asian students, 39% (11) of ELL students, 48% (33) of SWD students and 69% (144) of FRL students made adequate yearly progress in reading.	In 2012, 84% (124) of White students, 66% (68) of Black students, 78% (90) of Hispanic students, 71% (11) of Asian students, 46% (13) of ELL students, 54% (37) of SWD students and 73% (153) of FRL students, will meet adequate yearly progress standards in reading.
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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	Overcoming the ethnic achievement gap by acknowledging the existence of and having the will, skill, knowledge and capacity to understand the issues of race and culture as they relate to academic disparities.	Courageous Conversation will be used as a strategy for examining our craft by engaging in the three critical factors; passion, practice and persistence so children from all cultures can be successful. Explore the attitudes, interests, values, beliefs, expectations and learning styles of students and their families by culture and ethnicity (race, income, gender, religion)	Sue Colton, Principal and volunteer facilitators	Classroom Walkthrough to identify the three critical factors; passion, practice and persistence in the classrooms. Quarterly teacher/administrator data chats targeting specific ethnic subgroups. Faculty PLC sharing best practices	Increase in learning gains for children of color Increase in courageous conversations which produce results

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 not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5B:	
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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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 subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5C:	In looking at the 2010 FCAT data in Reading for Students with Disabilities, 44% (33) of the 75 students tested made adequate yearly progress (AYP) in Reading. This compares to 47% in 2009, which made AYP under Safe Harbor.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

In June 2010 44% (33) students made adequate yearly progress in the Students With Disabilities subgroup.

By June 2011, 50% (38) of our Students With Disabilities Subgroup will make adequate yearly progress (AYP).

#### 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 identified at the beginning of the school year to allow as much time as possible for intensive intervention	The use of the push-in classroom model and pull-out small group setting based on students' individual needs.	Kelly Allman	Progress is documented on the school database to monitor progress and adjust curriculum to meet individual student needs.	Study Island, Mini assessments, Core textbook assessments and CCC will be used.
2	Students need small group, intensive systematic instruction for the content area of reading.	Students will receive small group intensive instruction in the content area of reading for the benchmarks in the areas where deficits are present.	ESE Support Facilitator	Progress through data analysis in the content area for the reading benchmark	Benchmark Assessments, Informal teacher assessments Curriculum based reading assessments.
3	Students will need supplementary instruction for reading remediation to increase reading proficiency.	Students will receive small group, systematic instruction in the area of reading to increase word identification, fluency and comprehension.	ESE Support Facilitator	Progress through data analysis in the area of, fluency, word identification and comprehension	Diagnostic reading inventory, Benchmark assessments, formal and informal teacher assessments.
4	Students will need supplementary instruction to increase their learning gains in the area of reading.	Students will use technology to increase their exposure and mastery of the content area of reading for the core curriculum.	ESE Support Facilitator	Progress will be monitored through increased benchmark achievement, informal and formal data collection.	Study Island data; FCAT explorer Data, BAT scores, formal and informal teacher assessment.

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading	In looking at the 2011 FCAT data in Reading, for Economically Disadvantaged Students, 69% (144) of the 209 students tested made adequate yearly progress
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Reading Goal #5D:		(AYP) in Reading. This compares to 74% (159) of the 215 students tested in 2010.			
Reading Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
In June 2011, 69% (144) students made adequate yearly progress in the Economically Disadvantaged subgroup of students.			By June 2012, 73% (153) of our Economically Disadvantaged Subgroup will make adequate yearly progress (AYP).		
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	Overcoming the economically disadvantaged achievement gap by acknowledging the existence of and having the will, skill, knowledge and capacity to understand the cycle of poverty as it pertains to academic disparities.	Courageous Conversation will be used as a strategy for examining our craft by engaging in the three critical factors; passion, practice and persistence so children from poverty can be successful. Explore the attitudes, interests, values, beliefs, expectations and learning styles of students and their families by culture and ethnicity (race, income, gender, religion)	Mrs. Colton, Mr. Barretto, Leadership Team and "Breaking the Cycle of Poverty" trained teachers	Classroom Walkthrough to identify the three critical factors; passion, practice and persistence in the classrooms. Quarterly teacher/administrator data chats targeting economically disadvantaged subgroup. Faculty PLC sharing best practices.	Increase in learning gains for children of poverty. Increase in courageous conversations which produce results

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Assessment tools, measurement and evaluation	K-5	Lakay Wilkerson, Reading Coach	School-wide	August 2011 and February 2012 - Bi weekly	FCIM - use assessment results to drive instruction and improve learning gaps	Lakay Wilkerson, Mrs. Colton and Mr. Barretto
Comprehension and Fluency	3-5	Lakay Wilkerson	3rd, 4th and 5th grade teachers	September 2011 and January 2012- Bi-weekly	FCIM - Classroom coaching and modeling, followed up by grade level team dialogue; progress brought to Leadership Team.	Team leaders
New Generation/ Common Core Standards	K-5	Lakay Wilkerson	School-wide	Year long - Bi-weekly	FCIM - classroom walkthroughs using Marzano observation tool with specific feedback	Administration
RTI	K-5	Stephanie Mogul	School-wide	Weekly	FCIM - follow up on RTI process, Tier 2 & 3 interventions, and data collection.	Administration, RTI Team
					FCIM- Classroom coaching	

Vocabulary	3-5	Lakay Wilkerson	3rd, 4th and 5th grade teachers	October 2011 and March 2012 Bi-weekly	and modeling, followed up by grade level team dialogue; progress brought to Leadership Team.	Team leaders
Incorporating Reading Strategies in the Content Areas/CRISS	K-5	Lakay Wilkerson Jill Chapman Georgina Sutton	K-5 teachers	Bi-weekly PLCs	FCIM - Classroom coaching and modeling, followed up by grade level team dialogue; progress brought to Leadership Team.	Team Leaders
Understanding Text Complexity/Depth of Knowledge	K-5	Sue Colton Larry Barretto Lakay Wilkerson	School-wide	Bi-monthly Staff PLC	FCIM - classroom walkthroughs using Marzano observation tool with specific feedback	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions based on RtI process	Treasures, Trophies, TEACCH, EdMark, Wilson, Smile, Reader's Handbook and other Struggling Readers Chart materials	Accountability	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Implemented based on students' needs	Promethean labs / content related flipcharts	N/A	\$0.00
Students access independently and with tutoring assistance	Study Island	After Care Program	\$1,800.00
			Subtotal: \$1,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops	In-house staff, BEEP, Atomic Learning	N/A	\$0.00
PLCs	Daily Five and Daily Cafe	N/A	\$0.00
Trophies and Treasures for grades 4 & 5 implementation	District training with in-house follow-up	N/A	\$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
			<b>Grand Total: \$2,800.00</b>

# 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:	
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	In looking at the 2011 FCAT data in Math, 36% (123) students scored a level 3, in comparison to 2009, 29% (106) students scored at this level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 36% (123) students scored a level 3 in FCAT math.	By June 2012, 39% (133) students will score a level 3 on 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	Increasing the number of students scoring a level 3 on FCAT.	On-going, job-embedded staff development for GO MATH will continue for all teachers this year. Common Core Standards professional development to begin preparing for transition from 2.0 standards.	Team Leaders Administrators	Students' progress on evaluation assessments will be reported on the school database to monitor and evaluate results and make to adjustments in instruction.	Data will be collected from mini benchmarks and GO Math assessments.
2	Some students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 60% or lower in pre-tests	Team Leaders Administrators	Post test scores after instructional review session	Data obtained from pre- and post-test scores.
3	Need for supplementary instruction to increase proficiency in the area of math concepts.	Destination Math, and FCAT Explorer technology will be used individually and in small group instruction to increase achievement on benchmarks for math.	Team Leaders Administrators	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Destination Math and FCAT Explorer assessments in math.

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:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	In looking at the 2011 FCAT data in Math, 51% (174) students achieved a level 4 and 5. In comparison to 53% students in 2010 achieved this level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 51% (174) students scored a level 4 and 5 on FCAT math.	By June 2012, 55% (188) students will score a level 4 and 5 on 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	Increasing the number of students scoring levels 4 and 5 on FCAT.	On going training as well as grade level chats on differentiated instruction in math. Using Marzano observation tool as an expectation for extending instruction.	Team Leaders Administrators	Progress will be documented on school database to monitor and evaluate results, and adjust curriculum to challenge individual needs.	Data will be collected from mini assessments and GO MATH assessments.
2	Students are not being challenged in math concepts being taught during scheduled instruction.	Provide extension of math instruction through exploration and project based learning activities to include technology.	Classroom Teachers	Critical and creative thinking, as well as technology use measured in quality student products.	Rubrics/Scales

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:

3. Percentage of students making Learning Gains in mathematics  Mathematics Goal #3:	In looking at the 2011 FCAT data in Math, 58% (161) students made learning gains in FCAT math in comparison to 61% (168) making learning gains in 2010.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011, 58% (161) students, (grades 3-5) made learning gains on FCAT mathematics.	By June 2012, 62% (171) of students, (grades 3-5) will make learning gains 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
1	Increasing the number of students making learning gains in math.	On-going, job-embedded staff development for GO MATH will continue for all teachers this year. Common Core Standards professional development to begin preparing for transition from 2.0 standards.	Team Leaders Administrators	Learning gains data is documented on school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from mini assessments and GO MATH assessments.
2	Students are not comprehending math concepts being taught during scheduled instruction.	Review sessions for students achieving 60% or lower on pre-tests.	Team Leaders Administrators	Post-test scores after instructional review sessions.	Data obtained from pre and post test scores.
3	Need for supplementary instruction to increase proficiency in the area of math concepts.	Destination Math, and FCAT Explorer technology will be used individually and in small group instruction to increase achievement on benchmarks for math.	Team Leaders Administrators	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Data will be collected using Destination Math and FCAT Explorer 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:	
4. Percentage of students in Lowest 25% making learning gains in mathematics  Mathematics Goal #4:	In looking at the 2011 FCAT 66% (44) of the 67 students in the lowest 25% showed learning gains. In comparison to 2010, 66% (45) showed learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In June 2011 66% (44) students in the lowest 25% made learning gains on the math FCAT.	By June 2012 70% (47) students in the lowest 25% will show learning gains.

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 in the lowest 25% having enough additional instructional time to increase learning gains.	Use of the push in and pull out model for those students who are identified for intensive intervention in a small group setting beginning in September and ongoing throughout the year.	Team Leaders Administrators	Learning gains progress is reported on the school database to monitor and evaluate results, and to adjust curriculum to meet individual student needs.	Mini assessments and GO MATH assessments.
2	Students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 50% or lower in pre-tests.	Team Leaders Administrators	Evaluate post-test scores after instructional review session. RtI process moves to Tier 2 interventions using Struggling Math Chart.	Data obtained from pre and post-tests.
3	Students are not comprehending math concepts being taught with reviewed instruction.	Individual/small group tutorial for additional dose of instruction in targeted concept area.	RtI Team Administrators	Review pre-and post-test scores. Determine specific concepts that are not being mastered. Use struggling math chart through RtI and go to Tier 3 interventions.	Pre- and post-tests as well as graphs of assessments specific to other math programs (RtI)
4	Need for motivational supplementary instruction to increase proficiency in the area of math concepts.	Destination Math and Study Island technology will be used individually and in small group teacher-directed instruction to increase achievement on benchmarks for math.	Administration Tutorial Support Staff	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Destination Math and Study Island assessments and reports.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5A:	In looking at the 2011 FCAT 71% (73) of the Black students showed proficiency in math. This is compared to 65% (68) which showed proficiency and made AYP under safe harbor in 2010.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

In June 2011, 71% (73) of the 103 black students tested made AYP in FCAT Math.	By June 2012, 74% (76) of the Black students will make AYP in FCAT Math.
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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 in the black subgroup of students continue to increase learning gains to make Adequate Yearly Progress (AYP).	Successful models of instruction (Push-in, Pull-out, and Support Facilitation will be used for additional doses of instruction identified as successful for this subgroup of students.	Lakay Wilkerson Administrators	Progress on GO Math and mini assessments is documented on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from GO MATH, and Mini-benchmarks.
2	Some students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 60% or lower in pre-tests	Team Leaders Administrators	Post-test scores after instructional review sessions.	Data obtained from pre- and post-test scores.
3	Resources available for instructional enhancement away from school.	Provide training and materials to parents, guardians, mentors and/or tutors for home support.	Volunteer/ Parent Involvement Coordinators	Monitor increase in parent involvement at home through conferences and student products.	Student products completed at home Min-benchmarks and GO Math assessments. Study Island technology assessments completed at home.

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 not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5B:	
Mathematics Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 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 subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Looking at 2011 FCAT data, 68% (47) of Students with Disabilities made adequate yearly progress (AYP) in Math.
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Mathematics Goal #5C:		This is compared with 63% (47) of students who made AYP in 2010, which met the criteria for safe harbor.			
Mathematics Goal #5C: Students with Disabilities (SWD)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
In 2010, 68% (47) of the Students With Disabilities subgroup made adequate yearly progress in mathematics.			In 2012, 72% (50) of Students With Disabilities will make AYP 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	Second year implementation of new mathematics program	Push-in, Pull-out and Support Facilitation instructional models will be used.	Kelly Allman	Continuous RtI Progress Monitoring process	GO Math assessments and other identified ESE math program assessments
2	Need for supplementary instruction to increase proficiency in math benchmarks.	Technology will be used for direct instruction as Tier 2 & Tier 3 interventions for math benchmarks.	Kelly Allman & ESE Push-in/pull-out teachers	Students will have ongoing interactive evaluation of concepts being taught, using technology based assessments.	Data will be collected using Study Island and CCC assessments.
3	Students not comprehending math concepts being taught during scheduled instruction.	After school tutorial for students using GO MATH intervention materials.	Kelly Allman and Push-in/pull-out teachers	Post-test scores after instructional interventions.	Data obtained from pre and post test scores.

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics					
Mathematics Goal #5D:					
Mathematics Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Big Idea GO MATH series	K-5	Team Leaders	School-wide	On-going, job-embedded coaching through-out the school year	FCIM, Classroom walk-through	Susan Colton, Larry Barretto
New Generation Sunshine Standards/Common Core Standards	1-5 K	Lakay Wilkerson	School-wide	On-going, job-embedded, through-out the school year	FCIM, Classroom walk-through	Susan Colton, Larry Barretto
Math PLC Lesson Study	K-5	Karen Cohen	PLC participants	PLC's meet every other Tuesday.	Data collected from student growth models used	Linda Landes

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Implemented based on students' needs	GO MATH, Singapore Math, Calendar Math, Hands-on Equations, TEACCH, Touch Math and other materials on the Struggling Math Chart	Accountability funds	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher implemented based on students' needs	Promethean technology	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops	School based staff, BEEP, Atomic Learning, on-going District training on GO Math and Common Core Standards	N/A	\$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

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:

1. Students achieving proficiency (FCAT Level 3) in

science		In looking at the 2011 FCAT data in Science, 39% (50) students scored a Level 3 in Science, in comparison to 43%(51) of 5th grade students in 2010.			
Science Goal #1:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
In June 2011, 39% (50) of the 128 students tested achieved a level 3 on FCAT Science.		By June 2012, 42% (54) will score a level 3 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	Readability level of the material presented on the FCAT	Incorporate science stories during the reading block	Classroom teachers	FCIM, Classroom walk-through	Mini-Benchmark assessments and Chapter tests
2	Properly implementing the New Generation Sunshine State Standards/Common Core Standards science curriculum at each grade level	Reinforce to teachers the importance of following the Science curriculum at each grade level.	Leadership Team	FCIM, Classroom walk-through	Chapter tests and Mini-Benchmark assessments
3	Students need a supplemental tool in Science to increase student achievement.	Technology will be used to increase achievement in each benchmark in the core content area of Science.	Classroom teachers	FCIM Study Island data	Mini- Benchmarks

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:					
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science		In looking at the 2011 FCAT data in Science, 16% (21) students achieved a level 4 and 5, in comparison to 2010, 5% (6) of students achieved a level 4 and 5 in FCAT Science.			
Science Goal #2:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
In June 2011, 16% (21) students of the 128 tested, achieved a level 4 and 5 on FCAT Science.		By June 2012, 20% (26) students will achieve a level 4 and 5.			
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	Very high readability level	Incorporate science genre into reading block.	Leadership Team	FCIM, classroom walk-through	Mini-Benchmark assessments and Chapter tests
2	The use of supplemental tools to increase student achievement in the area of Science	Technology will be used to increase achievement on the benchmarks in the core content area for Science.	Classroom teachers	Study Island evaluation tool, FCAT Explorer, and Project-based learning to increase critical/creative thinking and vocabulary.	Mini-Benchmark tests, Study Island assessments, and Rubrics for Quality student products

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Generation Sunshine State Standards/Common Core Standards in Science	K-5	Team Leaders	School-wide	September 2011-May 2012 bi-weekly team meetings	Classroom walk-through	Sue Colton, Larry Barretto
Science PLC Lesson Study	K-5	Joan King	PLC participants	Every other Tuesday	Project based student products	Sue Colton, Larry Barretto

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher implemented based on students' needs	Sciencesaurus Handbooks	After School Care	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Project-based learning	Promethean flip charts,BEEP	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops	In-house staff, BEEP, Atomic Learning	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on Science	In-house field trips	PTA	\$6,000.00
			Subtotal: \$6,000.00
			<b>Grand Total: \$6,500.00</b>

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:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	In looking at the 2011 FCAT data in Writing, 69% (79) students scored a 4.0 or higher, in comparison to 2010, 75% (89) scored at this level. In 2011, 92% (105) students scored a 3.0, compared to 87% (99) in 2010.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

In June 2011 69% (79) students of the 114 tested scored a level 4.0 or higher on FCAT Writing.

By June 2012 80% (91) students will score a level 4.0 or higher on Writing 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	Vocabulary study	Infuse all lessons for reading, social studies, science and math with richer vocabulary so the students will have a better understanding of words.	Reading Coach PLC Administrators	Looking at student work and classroom walk-throughs with specific feedback on vocabulary	Results from writing prompts and student writing portfolios.
2	Writing strategies to develop ideas for writing	Students will be taught pre-planning writing strategies, such as using various types of graphic organizers and brainstorming to generate ideas for writing.	Reading Coach Leadership Team Administrators	Review student writing samples, graphic organizers, pre-planning strategies	Writing samples reflecting positive results of pre-planning writing strategies.
3	Students need to learn editing strategies.	Students will learn peer and self-editing strategies to edit their paper for capitalization, punctuation, mechanics organization and spelling.	Leadership Team Administrators	Student portfolios will reflect the editing process.	Final edited student writing samples
4	Students need supplementary tools to increase student achievement in writing.	Students will use computer technology to reinforce their writing skills.	Leadership Team Administrators	Monthly reporting of student products in technology lab.	Graded typed writing samples
5	Students need a consistent, daily routine for writing instruction to increase the number of students scoring at or above a 4.0 on FCAT Writing.	<p>1)All teachers will schedule daily writing instruction by following the Language Arts Instructional Focus Calendar (IFC).</p> <p>2)All teachers will use BEEP lesson plans, Treasures, K-5 Writing plan, and Vocabulary enrichment.</p> <p>3)Monthly School wide prompts will be scored/reviewed during Staff PLC.</p> <p>4)Students will complete a Daily Writers Notebook.</p> <p>5)Staff will participate in training on Scoring Writing according to the State Holistic Scoring Rubric.</p> <p>6)For students who need Interventions we will use:</p> <ul style="list-style-type: none"> <li>•Feeder patterns of support (National Honor Society)</li> <li>•Support Staff pull out groups on Fridays</li> <li>•Double dosing through yearlong scheduling/FCAT Camp</li> <li>•Consistent monitoring with Monthly School wide prompts</li> <li>•Guest (administrator)</li> </ul>	Leadership Team Support Staff Administrators	Monitor instruction for increased scores on monthly writing prompts More consistent scoring by teachers to reflect the State Holistic Scoring Rubric.	Monthly school-wide writing prompts Student portfolios and Classroom Walkthroughs show positive trend in daily writing instruction

	writing lessons in Fourth Grade classes •Emphasis on writing during classroom walk-throughs.		
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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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2A:	
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Writing Goal #2A: Ethnicity  
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2B:	
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
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Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *			2012 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:				
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2011 Current Level of Performance: *			2012 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.

				Target Dates and	
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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)	Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parkside Elementary Writing Plan for 2011-2012	K-5	Sue Colton Larry Barretto	School-wide	August 2011, on-going	FCIM, coaching, writing prompt scores	Administration
BEEP lessons for writing	K-5	Leadership Team	School-wide	On-going and year-round	Classroom walk-through	Lawrence Barretto
Title I Writing Summer Training	K-5	2 teachers from each grade level who attended	School-wide grade level teams	August 2011-ongoing	Coaching and follow-up by attendees	Administration
Writing prompt collaborativescoring, evaluation and discussion at Faculty PLC	K-5	Sue Colton Larry Barretto	School-wide	August 2011 and monthly thereafter	Teachers/students Leadership Team/teams Administrators/teachers	Teachers Team Leaders Reading Coach Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher implemented Parkside Writing Plan through Faculty PLC	Parkside Comprehensive Writing Plan, Six Traits, Lucy Caulkins, Distance Learning	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students use of computers for writing	Classroom, computer lab and laptop cart computers	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
National Writing Project	In-house staff and district workshops	Title I funds	\$3,400.00
State Holistic Scoring Rubric	Whole faculty PLC	N/A	\$0.00
			Subtotal: \$3,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,400.00

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	By June 2011, the attendance rate will increase by .33%.

Attendance Goal #1:	the number of students with excessive absences will decrease by 10%, and the number of students with excessive tardies will decrease by 10% (23 students).
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
The 2011 attendance rate was 94.9%.	The expected attendance rate for 2012 will be 95.62% for an increase of .33% average daily attendance.
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
In 2011, 272 students had excessive absences.	The 2012 expected number of excessive absences will decrease by 10% (27 students).
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
In 2010, 177 students had excessive tardies.	The 2012 expected number of excessive tardies will decrease by 10% (18 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	H1N1	Flu vaccine, hand-washing and sneezing strategies	Deborah Warner	Increase in students receiving vaccine Reinforce good hand washing in the classroom and throughout the school	Parent feedback Number of decreased absences
2	Students who are not engaged in learning	Use Working on the Work (WOW) engagement strategies through the design of quality, engaging student instruction.	Sue Colton Larry Barretto	Classroom walkthroughs Student engagement measures	Increase in student engagement and decrease in absences
3	No consequence/incentives for being on time	Work with individual students and families through RtI process Student incentives for decreasing tardies Positive reinforcement to increase attendance BTIP process for patterns of non-attendance Parent link, newsletter, website used for tips on good attendance	Stephanie Mogul and RtI Team Administrators	RtI Progress Monitoring process Monitoring patterns of non-attendance	Decreased tardies Increased attendance Decrease in number of BTIP referrals

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Working on the Work (WOW) Engagement Strategies	All	WOW Design Team	PLC	PLC - every other Tuesday	Student engagement measures Classroom Walkthroughs	Leadership Team
Increased attendance and decreased tardies	All	RtI team	Leadership Team	Weekly team meetings	Monthly Leadership Team meetings	IMT Leadership Team

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
			<b>Grand Total: \$0.00</b>

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:	In looking at the 2011 Attendance-Suspension Data, .5% (6) students ( 2 internal and 4 external) were suspended as compared to 1.3% (11) students (6 internal and 5 external) in 2010.
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
In 2011, there were 4 Internal suspensions, as compared to 7 internal suspensions in 2010.	By June 2012, we will monitor/maintain the number of Internal suspensions.
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
In 2011, there were 2 students suspended in school, as compared 6 students in 2010.	By June 2012, we will monitor/maintain the number of students with Internal suspensions.
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions

In 2011, there were 7 Out-of-School suspensions, as compared to 5 external suspensions in 2010.	By June 2012, we will decrease the number of Out-of-school suspensions.				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
In 2011, there were 4 students suspended Out-of-School, as compared to 5 students in 2010.	By June 2012, we will continue to decrease the number of students with Out of School suspensions.				
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	Constant monitoring of Schoolwide Behavior and Motivation Plan, as well as classroom behavior plans	Continue PLC for effective classroom management  CHAMPS training as needed	Larry Barretto	Data collected from the number of referrals that are entered in TERMS.	Decrease in referrals for behavior

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management PLC	K-5	Randy Bitton	As needed through Induction Plan	As needed	Observations	Sue Colton Larry Barretto
CHAMPS	K-5	District staff	Targeted participants	As scheduled	Observations	Sue Colton Larry Barreto

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

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* 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. Dropout Prevention				
Dropout Prevention Goal #1:				
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.				
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention 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 Dropout Prevention 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:		In 2011, 82% of all families participated in two or more positive family involvement activities held at the school, as compared to 2010 when 80% of all families participated in at least two or more activities.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
In June 2011, 82% of Parkside's families participated in at least 2 or more activities.		By June 2012, 85% of our families will participate in 2 or more family activities.			
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	Other extra-curricular activities outside of school	Involve students in academic as well as arts activities.	Lakay Wilkerson	Change academic nights focus to include students in presentation	Feedback from parent surveys, sign-in sheets and attendance records
2	The availability of parent resources	Set up an on-site parent resource center Utilize Title I parent resources	Lakay Wilkerson	Sign in and out sheets to determine use	Feedback from parent survey
	Understanding the	Passport to Your	Sue Colton	Increase in parent	Parent surveys,

3	needs of our students from many cultural backgrounds, as well as disabilities	Dreams theme a focus on learning more about our multi-cultural community	Larry Barretto Lakay Wilkerson Stephanie Mogul Kelly Allman	involvement with specific subgroups	sign-in sheets and attendance records
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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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cultural Competency: Leading and Teaching Social Justice	All	Michaelle Pope	School-wide	August 16, 2011	Courageous Conversations	Sue Colton
Courageous Conversations	All	Sue Colton and volunteer staff members	Whole faculty/staffPLC	Bi-Monthly	Increased conversationsand understanding	Sue Colton and volunteer staff members

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent-teacher communication to increase student achievement	Student agendas	Title I	\$1,120.00
Math, Reading/Writing, Science Family Nights	Salaries for 8 teacher presenters	Title I	\$800.00
Annual Parent Seminar	Registration for 5 parents	Title I	\$200.00
Refreshments for parent training	Food and drink only	Title I	\$600.00
			Subtotal: \$2,720.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Parkside e-mail list for important information	Larry Barretto	N/A	\$0.00
Continue the use of Parent Link for important reminders for families	Deborah Warner	District Parent-link access	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Leadership Team Planning	Salaries for 6 teacher leaders for 3 days	Title I	\$6,750.00
Writing Institute follow-up with staff	Substitutes for teachers (8 subs x 5 days)	Title I	\$3,400.00
PLC Focus on Student Work - Lesson Study	Professional Books Engaging Students, The Next Level of Working on the Work - 53 copies at \$25.00 + \$51 shipping	Title I	\$1,376.00
			Subtotal: \$11,526.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Multi-cultural "World's Fair" Celebration to culminate school-wide theme	PTA, Community resources, school families and staff	PTA funds and Accountability funds	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$15,246.00</b>

*End of Parent Involvement Goal(s)*

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## 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	Interventions based on RtI process	Treasures, Trophies, TEACCH, EdMark, Wilson, Smile, Reader's Handbook and other Struggling Readers Chart materials	Accountability	\$1,000.00
Mathematics	Teacher Implemented based on students' needs	GO MATH, Singapore Math, Calendar Math, Hands-on Equations, TEACCH, Touch Math and other materials on the Struggling Math Chart	Accountability funds	\$1,000.00
Science	Teacher implemented based on students' needs	Sciencesaurus Handbooks	After School Care	\$500.00
Writing	Teacher implemented Parkside Writing Plan through Faculty PLC	Parkside Comprehensive Writing Plan, Six Traits, Lucy Caulkins, Distance Learning	N/A	\$0.00
Parent Involvement	Increase parent-teacher communication to increase student achievement	Student agendas	Title I	\$1,120.00
Parent Involvement	Math, Reading/Writing, Science Family Nights	Salaries for 8 teacher presenters	Title I	\$800.00
Parent Involvement	Annual Parent Seminar	Registration for 5 parents	Title I	\$200.00
Parent Involvement	Refreshments for parent training	Food and drink only	Title I	\$600.00
				Subtotal: \$5,220.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Implemented based on students' needs	Promethean labs / content related flipcharts	N/A	\$0.00
Reading	Students access independently and with tutoring assistance	Study Island	After Care Program	\$1,800.00
Mathematics	Teacher implemented based on students' needs	Promethean technology	N/A	\$0.00
Science	Project-based learning	Promethean flip charts, BEEP	N/A	\$0.00
Writing	Students use of computers for writing	Classroom, computer lab and laptop cart computers	N/A	\$0.00
Parent Involvement	Increase Parkside e-mail list for important information	Larry Barretto	N/A	\$0.00
Parent Involvement	Continue the use of Parent Link for important reminders for families	Deborah Warner	District Parent-link access	\$0.00
				Subtotal: \$1,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Workshops	In-house staff, BEEP, Atomic Learning	N/A	\$0.00
Reading	PLCs	Daily Five and Daily Cafe	N/A	\$0.00
Reading	Trophies and Treasures for grades 4 & 5 implementation	District training with in-house follow-up	N/A	\$0.00
		School based staff,		

Mathematics	Workshops	BEEP, Atomic Learning, on-going District training on GO Math and Common Core Standards	N/A	\$0.00
Science	Workshops	In-house staff, BEEP, Atomic Learning	N/A	\$0.00
Writing	National Writing Project	In-house staff and district workshops	Title I funds	\$3,400.00
Writing	State Holistic Scoring Rubric	Whole faculty PLC	N/A	\$0.00
Parent Involvement	Leadership Team Planning	Salaries for 6 teacher leaders for 3 days	Title I	\$6,750.00
Parent Involvement	Writing Institute follow-up with staff	Substitutes for teachers (8 subs x 5 days)	Title I	\$3,400.00
Parent Involvement	PLC Focus on Student Work - Lesson Study	Professional Books Engaging Students, The Next Level of Working on the Work - 53 copies at \$25.00 + \$51 shipping	Title I	\$1,376.00
				Subtotal: \$14,926.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Hands-on Science	In-house field trips	PTA	\$6,000.00
Parent Involvement	Multi-cultural "World's Fair" Celebration to culminate school-wide theme	PTA, Community resources, school families and staff	PTA funds and Accountability funds	\$1,000.00
				Subtotal: \$7,000.00
				Grand Total: \$28,946.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

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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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading and Math instructional materials	\$2,000.00
Parental Involvement activities	\$1,000.00

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

The School Advisory Council (SAC) will meet approximately once a month throughout the school year. These meetings will be held in the school media center following the School Advisory Forum meetings. The SAC will be actively involved in monitoring the School Improvement Plan and approving the use of Accountability Funds.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Broward School District PARKSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	87%	69%	55%	292	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	67%	58%			125	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?	54% (YES)	66% (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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PARKSIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	87%	48%	299	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%	61%			130	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?	46% (NO)	66% (YES)			112	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					541	
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 PARKSIDE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	82%	48%	301	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	75%	74%			149	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?	64% (YES)	76% (YES)			140	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					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested