Park Ridge Elementary School

leadership
analysis
Florida
mission
college and career
students
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
resources
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2019-20 Schoolwide Improvement Plan

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Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Samantha Whitehead

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (43%) 2016-17: C (44%) 2015-16: F (30%) 2014-15: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	F

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Park Ridge Elementary shall be a community that nourishes academic excellence for all students and demonstrates leadership in character development. The mission statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Balchunas, Joseph	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment
Whitehead, Samantha	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Ragin, Trakina	Instructional Coach	The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction.
Turner, Susan	Instructional Coach	The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction.
Oguz, Idil	SAC Member	The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	115	113	90	92	79	0	0	0	0	0	0	0	591
Attendance below 90 percent	24	20	12	12	14	15	0	0	0	0	0	0	0	97
One or more suspensions	1	0	1	2	2	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	46	50	61	0	0	0	0	0	0	0	157

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	16	16	10	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	6	10	10	7	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
33

Date this data was collected or last updated
Thursday 9/12/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	103	102	87	80	73	81	0	0	0	0	0	0	0	526
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	41	56	40	0	0	0	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	3	14	7	9	0	0	0	0	0	0	0	39

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	59%	57%	31%	55%	55%
ELA Learning Gains	47%	60%	58%	56%	58%	57%
ELA Lowest 25th Percentile	51%	54%	53%	61%	53%	52%
Math Achievement	46%	65%	63%	38%	61%	61%
Math Learning Gains	47%	66%	62%	52%	63%	61%
Math Lowest 25th Percentile	49%	53%	51%	41%	52%	51%
Science Achievement	23%	46%	53%	32%	45%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	102 (0)	115 (0)	113 (0)	90 (0)	92 (0)	79 (0)	591 (0)
Attendance below 90 percent	24 ()	20 ()	12 ()	12 ()	14 ()	15 ()	97 (0)
One or more suspensions	1 ()	0 (0)	1 (0)	2 (0)	2 (0)	4 (0)	10 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	46 (0)	50 (0)	61 (0)	157 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	60%	-30%	58%	-28%
	2018	38%	59%	-21%	57%	-19%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	36%	62%	-26%	58%	-22%
	2018	28%	58%	-30%	56%	-28%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
05	2019	17%	59%	-42%	56%	-39%
	2018	28%	56%	-28%	55%	-27%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	65%	-17%	62%	-14%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	40%	67%	-27%	64%	-24%
	2018	39%	63%	-24%	62%	-23%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
05	2019	32%	64%	-32%	60%	-28%
	2018	51%	62%	-11%	61%	-10%
Same Grade Comparison		-19%				
Cohort Comparison		-7%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	19%	49%	-30%	53%	-34%
	2018	29%	51%	-22%	55%	-26%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	43	38	20	46	60	10				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	31	45	57	47	51	57	23				
BLK	29	47	46	43	45	52	22				
HSP	41	53		59	53		31				
FRL	31	48	51	45	47	49	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	38	31	38	60	45	14				
ELL	30	50	64	41	65	59	18				
BLK	31	43	36	46	63	38	34				
HSP	40	46		60	64						
FRL	32	44	42	48	61	40	31				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	39	35	16	49	42	7				
ELL	24	59	73	33	53	45	22				
BLK	31	57	57	35	45	40	30				
HSP	28	50	64	44	70	45	33				
WHT	17			42							
FRL	31	54	59	37	53	42	28				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

We showed the lowest performance in ELA, showing a percentage of 32% proficiency. Last year's low performance in ELA resulted from having inconsistent pull-outs and push-in's, as well as not implementing reading programs with 100% consistency, as well as limited science integration into our reading blocks.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data that shows the greatest decline from the prior year is Learning Gains in Math. One of the factors that contributes to this decline is our limited focus on math instruction. During the prior school year, our school set goals and focused our growth efforts on Literacy. This shift in instruction contributed to our decrease in Math Learning Gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was achievement in ELA. Our gap occurred do to not having enough parallel and vertical planning between teachers and grades. Our gap also occurred do to not implementing our reading programs with 100% fidelity.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA and Math Lowest 25 Percentile Learning Gains both by a 9% increase, from the previous school year. Last year, we placed our instructional focus on our lowest 25% Learning Gains. We focused on implementing differentiated instruction in all classrooms and used our pull-out sessions as extended learning opportunities for these students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS, two areas of concern are proficiency in ELA and the decline in Learning Gains in Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing Learning Gains in ELA
2. Increasing Learning Gains in Math
3. Increasing Proficiency in ELA
4. Increasing Proficiency in Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy Learning Gains
Rationale	This year, we will be focusing on raising our Learning Gains in reading in grades 3-5. The focus on Learning Gains will target ALL student learners to increase their levels of achievement. Although students increased in ELA learning gains, our school's learning gains fall below 50%.

State the measurable outcome the school plans to achieve	Our Reading Learning Gains in grades 3-5 will increase by 8% from 2019-2020 (from 47-55 percent).
Person responsible for monitoring outcome	Joseph Balchunas (joseph.balchunas@browardschools.com)
Evidence-based Strategy	We will be doing this by implementing a Balanced Literacy program with fidelity. We will be using our instructional coaches to pull-out students and push into classrooms for extra support.
Rationale for Evidence-based Strategy	A balanced literacy program uses research-based elements of comprehension, vocabulary, fluency, phonemic awareness and phonics and includes instruction in a combination of whole group, small group and 1:1 instruction in reading, writing, speaking and listening with the strongest research-based elements of each. Teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. Through a Balanced Literacy program, students develop a level of independence and proficiency in reading.

Action Step	
Description	1. Through our PLC's, we will focus on Balanced Literacy and make sure teachers have the opportunity to plan, collaborate, and aquire resources to improve instructional practices. 2. Teachers will enagage in professional development that focuses on the components of Balanced Literacy to support student achievement. 3. The Literacy Coach will model, support, and assist with the planning process of each teacher. 4. Our data chats will focus on identifying the needs of specific student learners and what the instructor's next teaching strategy will be. 5. Teachers will engage horizontal and vertical planning on a regular basis to ensure alignment in the planning and teaching process.
Person Responsible	Joseph Balchunas (joseph.balchunas@browardschools.com)

#2	
Title	African American Students
Rationale	African American students were slected based on the 2019 Florida Standard Assessment Results, showing a federal index of 40%. This year, we will be focusing on raising our Learning Gains in reading in grades 3-5 for the African American Students.

State the measurable outcome the school plans to achieve	Our Reading Learning Gains in grades 3-5 will increase by 8% from 2019-2020 (from 47-55 percent).
Person responsible for monitoring outcome	Joseph Balchunas (joseph.balchunas@browardschools.com)
Evidence-based Strategy	We will be doing this by implementing a Balanced Literacy program with fidelity. We will be using our instructional coaches to pull-out students and push into classrooms for extra support. We will using resources like School City to monitor student growth in literacy.
Rationale for Evidence-based Strategy	A balanced literacy program uses research-based elements of comprehension, vocabulary, fluency, phonemic awareness and phonics and includes instruction in a combination of whole group, small group and 1:1 instruction in reading, writing, speaking and listening with the strongest research-based elements of each. Teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. Through a Balanced Literacy program, students develop a level of independence and proficiency in reading.

Action Step	
Description	1. Through our PLC's, we will focus on Balanced Literacy and make sure teachers have the opportunity to plan, collaborate, and aquire resources to improve instructional practices for African American Students. 2. Teachers will enagage in professional development that focuses on the components of Balanced Literacy to support student achievement for African American Students. 3. The Literacy Coach will model, support, and assist with the planning process of each teacher. 4. Our data chats will focus on identifying the needs of African American learners and what the instructor's next teaching strategy will be. 5. Teachers will engage horizontal and vertical planning on a regular basis to ensure alignment in the planning and teaching process.
Person Responsible	Joseph Balchunas (joseph.balchunas@browardschools.com)

#3	
Title	Student's with Disabilities (SWD)
Rationale	Students with Disabilities (SWD) were slected based on the 2019 Florida Standard Assessment Results, showing a federal index of 34%. This year, we will be focusing on raising their Learning Gains in reading and in Math, in grades 3-5, for SWD's.
State the measurable outcome the school plans to achieve	Our goal for Student's with Disabilities this year is a 10% improvement in Learning Gains for both math and reading.
Person responsible for monitoring outcome	Joseph Balchunas (joseph.balchunas@browardschools.com)
Evidence-based Strategy	We will be doing this by implementing programs like Foundations, Phonics for Reading, and I-ready for ELA and MAFS for math.
Rationale for Evidence-based Strategy	Programs like Phonics for Reading and Foundaions are great programs to use with SWD'd because they work on phonemic decoding for those studnets who have not mastered those levels yet. All of the programs and strategies used for these students can be implemeneted inside and outside of the classroom.
Action Step	
Description	1. Through our PLC's, we will focus on Differentiated Learning and make sure teachers have the opportunity to plan, collaborate, and aquire resources to improve instructional practices for Student's with Disabilities. 2. Teachers will enagage in professional development that focuses on the components of Differentiated learning to support achievement for SWD's. 3. The Literacy Coach will model, support, and assist with the planning process of each teacher. 4. Our data chats will focus on identifying the needs of Students with Disabilities and what the instructor's next teaching strategy will be. 5. Teachers will engage horizontal and vertical planning on a regular basis to ensure alignment in the planning and teaching process.
Person Responsible	Joseph Balchunas (joseph.balchunas@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

This year, Park Ridge will focus on building positive relationships with parents, families, and other community members in many ways. We will be incorporating many different activities and events that will focus on various interests and groups of people. We will be hosting events like Family Nights, Literacy Nights, Dad's Day, multiple musical events, Math and STEM Nights, Mom's Day, Field Day, and more. Each family member and student will have a chance to be a part of these events. Parent engagement will increase our student achievement.

PFEP Link

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

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

Park Ridge makes sure all students have an assembly geared towards the support team that is offered to them on a daily basis. Our staff members know to use BASIS for any student referrals to the school Social Worker as well as the School Counselor. All referrals are closely monitored and startegies are given for student success.

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

Park Ridge makes all student's feel safe and secure once they arrive at our school. We keep our communication line between the other schools very open so that we can best accomodate for that student. The same goes for student's who leave Park Ridge.

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

Title 1 funds are used to supplement tier 1 instruction in the classroom. Reading programs such as i-Ready, are use for all grade levels to to ensure that questioning about text meets the rigor of the Florida Standards. Title 1 funds are also used for staff professional development, classroom materials, like library books, and parental involvement activities. This year we will be implementing a number of parental activities that will all contribute to an increase in student achievement. We are hoping the funds from the SMART bond will enhance our technology and our safety features at the shcool.

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

Our school engages our students to be college ready after they leave Park Ridge. We provide our 5th grade students with opportunities to engage in various activities like Career Day, Biz Town Visits, metoring between them and high school students, and more.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Literacy Learning Gains				$46,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1951 - Park Ridge Elementary School	General Fund	271.0	$12,100.00
			Notes: Materials and supplies for classroom instruction and small group instruction to include but not limited to: Guided Reading Materials, Guided Reading Professional Development materials, Trade Books, Leveled Text Sets, iReady, Rally Educational Materials, Storyworks, Instructional Technology, Additional small group materials and supplies			
	5000	100-Salaries	1951 - Park Ridge Elementary School	School Improvement Funds	271.0	$1,000.00
			Notes: Salaries for: reading and math camps (both before and after school), lowest quartile pull out groups and additional student support groups.			
		100-Salaries	1951 - Park Ridge Elementary School	Title, I Part D	271.0	$28,000.00
			Notes: Title 1 Part D: Supplemental Activities Allocation used for additional salaries for enrichment and remediation, substitutes for professional development and salaries for planning.			
			1951 - Park Ridge Elementary School	General Fund	271.0	$5,000.00
			Notes: Donations-JM Lexus Fund will fund "School City" progress Monitoring			
2	III.A.	Areas of Focus: African American Students				$46,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1951 - Park Ridge Elementary School	General Fund	171.0	$46,100.00
			Notes: Literacy Learning Gains is a focus for ALL students targeted in grades 3-5. Budgetary Support is identical for this sub population.			
3	III.A.	Areas of Focus: Student's with Disabilities (SWD)				$26,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	500-Materials and Supplies	1951 - Park Ridge Elementary School	General Fund	53.0	$8,300.00
			Notes: Additional Instructional Materials to support pull out for students receiving additional ESE services.			
	5200	100-Salaries	1951 - Park Ridge Elementary School	General Fund	53.0	$18,000.00
			Notes: Salaries for teacher assistant to provide additional support for students with disabilities.			
					Total:	$118,500.00