Broward County Public Schools

Pine Ridge Alternative Center

2021-22 Schoolwide Improvement Plan

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Pine Ridge Alternative Center

1251 SW 42ND AVE, Fort Lauderdale, FL 33317

[no web address on file]

Demographics

Principal: Henry Brown

Start Date for this Principal: 8/21/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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	
* 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.](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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Pine Ridge Alternative Center

1251 SW 42ND AVE, Fort Lauderdale, FL 33317

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	%

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

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

It is the mission of Pine Ridge Education Center to be a safe haven where, "Every Child Matters, and Every Moment Counts". We provide students with sound academic support and social emotional strategies to be successful at traditional schools. We are proud to be a village, where every child is heard.

Provide the school's vision statement.

The vision of Pine Ridge Education Center is aligned with the District's vision. "We are dedicated to challenge students to achieve academically and behaviorally."

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brown , Henry	Principal	To provide leadership and promote Pine Ridge's and the District's visions, missions, and goals. To ensure the compliance of District policies. To build positive relationships and morale among faculty and staff. To provide and maintain resources and opportunities for staff to build capacity through professional development. To recruit, retain, and monitor effective faculty and staff. To empower teachers to deliver effective content to ensure academic success.
Pompilus, Ameerah	Assistant Principal	To provide leadership and assist in promoting Pine Ridge's and the District's visions, missions, and goals. To ensure the compliance of District policies. To assist in building positive relationships and morale among faculty and staff. To provide and maintain resources and opportunities for staff to build capacity through professional development. To assist in the recruitment, retention, and monitoring of effective faculty and staff. To assist with empowering teachers to deliver effective content to ensure academic success.

Demographic Information

Principal start date
Monday 8/21/2017, Henry Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

125

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	0	0	4	7	11	13	30	0	0	0	0	0	0	65
Attendance below 90 percent	0	0	3	3	6	7	22	0	0	0	0	0	0	41
One or more suspensions	0	0	0	2	4	4	2	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	5	12	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	5	9	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	1	2	0	0	22	0	0	0	0	0	0	25

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	0	0	1	3	4	6	24	0	0	0	0	0	0	38

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	6%	57%	-51%	54%	-48%
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019					
Cohort Comparison		-6%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	10%	65%	-55%	62%	-52%
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		-10%				
05	2021					
	2019	7%	64%	-57%	60%	-53%
Cohort Comparison		0%				
06	2021					
	2019	9%	58%	-49%	55%	-46%
Cohort Comparison		-7%				
07	2021					
	2019					
Cohort Comparison		-9%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For ELA and Math, the progress monitoring tool used is the I-Ready Diagnostic.
For Science, the progress monitoring tool is the FSA Science Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0	1/0	1/0
	Economically Disadvantaged	1/0	1/0	1/0
	Students With Disabilities	1/0	1/0	1/0
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0	1/0	1/0
	Economically Disadvantaged	1/0	1/0	1/0
	Students With Disabilities	1/0	1/0	1/0
	English Language Learners	n/a	n/a	n/a

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0	4/0	4/0
	Economically Disadvantaged	4/0	4/0	4/0
	Students With Disabilities	2/0	2/0	2/0
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0	4/0	4/0
	Economically Disadvantaged	4/0	4/0	4/0
	Students With Disabilities	2/0	2/0	2/0
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/0	7/0	7/0
	Economically Disadvantaged	7/0	7/0	7/0
	Students With Disabilities	5/0	5/0	5/0
	English Language Learners	1/0	1/0	1/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/0	7/0	7/0
	Economically Disadvantaged	7/0	7/0	7/0
	Students With Disabilities	5/0	5/0	5/0
	English Language Learners	1/0	1/0	1/0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/0	9/0	9/0
	Economically Disadvantaged	9/0	9/0	9/0
	Students With Disabilities	5/0	5/0	5/0
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/0	9/0	9/0
	Economically Disadvantaged	9/0	9/0	9/0
	Students With Disabilities	5/0	5/0	5/0
	English Language Learners	n/a	n/a	n/a

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/0	10/0	10/0
	Economically Disadvantaged	10/0	10/0	10/0
	Students With Disabilities	8/0	8/0	8/0
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/0	10/0	10/0
	Economically Disadvantaged	10/0	10/0	10/0
	Students With Disabilities	8/0	8/0	8/0
	English Language Learners	n/a	n/a	n/a
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	9/0
	Economically Disadvantaged	n/a	n/a	6/0
	Students With Disabilities	n/a	n/a	7/0
	English Language Learners	n/a	n/a	n/a
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/0	29/0	29/0
	Economically Disadvantaged	29/0	29/0	29/0
	Students With Disabilities	12/0	12/0	12/0
	English Language Learners	2/0	2/0	2/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/0	29/0	29/0
	Economically Disadvantaged	29/0	29/0	29/0
	Students With Disabilities	12/0	12/0	12/0
	English Language Learners	2/0	2/0	2/0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

	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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend that emerges across the grade levels is that all grade levels remain below grade level in both reading and math. The same trend also emerges across subgroups for Economically Disadvantaged, English Language Learners, and Students with Disabilities.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off our progress monitoring tool (I-Ready), the greatest need for ELA improvement is Comprehension and the greatest need for Math improvement is Number and Operations. Based off ELA FSA, the greatest need for improvement is Integration of Knowledge and Ideas and based off Math FSA, the greatest need for improvement is The Number System.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Most of our students require intensive remediation in all areas of ELA and Reading. They also require intensive remediation in basic skills for all areas of MATH. Other contributing factors to the need for improvement are: poverty, poor attendance, severe behavior and emotional issues, and the lack of parental support.
To address the need for improvement, we will adopt new math and reading series, Admin, Academic

Coaches, and Teachers meet for Data Chats, our Math and Reading Departments meet bi-weekly for Collaborative Planning, we involve our parents in outreach programs, our ESE and RTI teams address, monitor, and develop plans to address student needs, and our ESSER support facilitator works with identified students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off ELA/Reading progress monitoring through I-Ready, Vocabulary is the data component that showed the most improvement. Based off 2019 ELA/READING FSA compared to 2021 ELA/READING FSA, Key Ideas and Details is the data component that showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some of the contributing factors to this improvement are: RTI was done with fidelity, students received intensive Reading remediation, students received scheduled counseling, students began the start of each day with Social Emotional Learning lessons/ activities, and the implementation of a renewed focus on CHAMPS to improve undesired behaviors in classrooms. Some of the new actions were: The school's motto, "Pine Ridge Listens to the Who", improved Staff/Student relationships, we hosted After-School Tutoring and Summer Academic Instructions.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented in order to accelerate learning is to continue progress monitoring, providing specific interventions, analyzing data, utilizing findings from data, making individual strategic plans/goals based on the data, and executing the plan. We will also need to continue to have after-school tutoring and a summer academic instruction program. We plan to specifically identify Tier II and Tier III students in reading and math that require Response to Intervention (RTI) services. In addition, we will continue to use comprehensive ELL program management platforms such as Ellevation to provide interventions, critical content, and monitoring for multilingual students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The District will provide Professional Learning for all Reading and English/Language Arts teachers and the Academic Coach for the newly adopted reading program. The school's Reading Coach will also facilitate Professional Learnings as scheduled on the school's calendar. The district has also provided continued professional development for our ELL liaison to facilitate the academic support for students who are English Language Learners.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Academic Coach will meet with ELA teachers bi-weekly to collaborate, analyze data, and develop responsive protocols that promote improvement. The school will implement an incentive program that encourages students to focus, set goals, follow directions, and make academic improvement. Teachers will utilize learning scales to teach students to take ownership of their learning. The school will use a behavior level system that encourages positive behavior to minimize disruptions and enhance learning. ELL students as identified will receive additional academic support as our teachers and ELL liaison are ESOL endorsed and receiving district training.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	According to the 2021 FSA ELA data, Reading was identified as a critical area of focus. According to the subskill indicators, Integration of Knowledge and Ideas was the weakest area of proficiency.
Measurable Outcome:	The specific measurable outcome in Reading is to help K-6 grade students reach grade level or above reading goals each academic year. The percentage of learning gains for students in grades K-6 will increase from 32% to 36% by the end of May 2022 as measured by the I-Ready Diagnostic Assessment and FSA.
Monitoring:	Reading will be monitored through the use of I-Ready teacher assigned lessons, Standards Mastery assessments, and I-Ready Diagnostic Assessment.
Person responsible for monitoring outcome:	Ameerah Pompilus (ameerah.pompilus@browardschools.com)
Evidence-based Strategy:	The evidence-based strategy used to increase reading comprehension in students and move them toward reading proficiency is to engage them in increasingly complex texts as they move through school, while at the same time, helping them develop discipline-specific literacy skills such as reading comprehension, phonics, and vocabulary instruction.
Rationale for Evidence-based Strategy:	The rationale for the evidence-based strategy is based on the data from the 2021 FSA Assessment, which identifies the need for additional support in the subskill indicator, Language and Editing Task and Integration of Knowledge and Ideas.

Action Steps to Implement

The action steps that will be taken as part of the strategy to address the Area of Focus are:
Incorporating Mini-lessons in ELA
Providing Guided or Independent student practice (40-45 minutes)
Reflection/ review the lesson objectives, share learning, and reflect on what worked or did not work
Encourage independent reading
Design product-driven reading and writing instruction
Infuse pre-reading and pre-writing strategies to build schema
Ask text-based evidence questions
Emphasize analysis and interpretation

Person Responsible	Ameerah Pompilus (ameerah.pompilus@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The transition of students to different areas of the school is identified as our area of concern that will be monitored during the 2021-2022 school year. Data collection will be monitored through our Behavior Point System. There were 8 incidents where students experienced difficulties during transitioning. To decrease incidents during transitions, students will transition with personnel and will receive points for positive behavior in all settings including transitioning. Behavior Specialist will monitor points input by classroom teachers. Students will receive incentives such as; treats, field day, and student of the day. As a result, of the intervention, there will be a 50% decrease of incidents during transitions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school addresses building a positive school culture and environment by ensuring that staff is welcomed and briefed daily with school wide communication. This communication sets the tone and ensures everyone is on the same page each day. Additionally, our school addresses building a positive school culture by engaging staff and students in positive school experiences. Our school has enacted a Culture and Climate team which includes stakeholders of the school such as administrators, volunteer teachers, and other staff members. The Team considers the needs of all parties. The Team requests that classroom teachers, support staff, and all staff members share plans for specialized projects and events to ensure the entire school body is engaged in all momentum building occasions. The Team looks for various ways that teachers, staff, students, and families to have opportunities to participate and provide feedback regarding specific experiences and activities that have been completed as well as feedback for future planning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Climate and Culture Team is a project-based team comprised of administrators, teachers, and staff. Their role is dedicated to improving overall school experiences for both students and teachers. The Team has identified three areas of need that are critical to a productive and healthy school culture in which they are tasked with addressing. The areas are Communication, Overall School Experiences, and Quality Control for future planning. The Team is implementing strategies such as creating a common activities

calendar of events which encourages communication between administration and staff, influences scheduling and planning, initiates volunteerism and produces special recognition among those involved. Additionally, it increases communication with students to develop cooperative "buy-in" for participation. After The Team has planned events, their roles shift to creating positive Overall School Experiences. The team facilitates making moments memorable by adding special touches such as decorations, personalization, and uniformity; which require cooperative team work from stakeholders and more. After executing events, feedback is necessary. The Team's role changes again. The Team is now focused on Quality Control for Future Planning. Thus, the Team uses surveys to examine the overall experience of the activity/ event/ occasion. The surveys will be conducted to gather responses for future planning of activities/events/ or occasions.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0653 - Pine Ridge Alternative Center			$1,500.00
			Notes: Additionally, those funds will be utilized for after school tutoring.			
					Total:	$1,500.00