

Broward County Public Schools

Park Ridge Elementary School



2022-23 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: 9/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: C (42%) 2017-18: C (43%)
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	ATSI
* 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.

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<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 an innovative, hands-on approach to learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Whitehead, Samantha	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 students in a safe and enriching environment.
Heichen, Amanda	SAC Member	Instructional Coach SAC Chair 4th Grade Team Leader Title I Liaison Testing Coordinator In Service Facilitator
Ragin, Trakina	Instructional Coach	The instructional coach will work as a colleague with classroom teachers to supports student learning. The instructional coach will focus on individual and group professional development that will expand and refine the understanding about research-base effective instruction.
Monroe, Tiffany	Assistant Principal	Assist the school principal in overall administration of instructional programs and campus level operations. Coordinate assigned student activities and services.
Pasqualin, Marcia	Instructional Coach	The instructional coach will work as a colleague with classroom teachers to supports student learning. The instructional coach will focus on individual and group professional development that will expand and refine the understanding about research-base effective instruction.

Demographic Information

Principal start date

Tuesday 9/27/2022, Samantha Whitehead

Number of teachers with a 2022 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.*

14

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

577

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	88	105	119	98	99	108	0	0	0	0	0	0	0	617
Attendance below 90 percent	43	39	40	28	32	25	0	0	0	0	0	0	0	207
One or more suspensions	1	0	1	0	0	1	0	0	0	0	0	0	0	3
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 2022 statewide FSA ELA assessment	0	0	0	42	38	39	0	0	0	0	0	0	0	119
Level 1 on 2022 statewide FSA Math assessment	0	0	0	41	40	41	0	0	0	0	0	0	0	122
Number of students with a substantial reading deficiency	2	4	17	17	7	8	0	0	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level who have 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	5	12	49	35	40	0	0	0	0	0	0	0	143

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	5	44	1	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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	97	97	96	106	107	78	0	0	0	0	0	0	0	581
Attendance below 90 percent	48	35	31	29	40	31	0	0	0	0	0	0	0	214
One or more suspensions	1	0	0	2	2	3	0	0	0	0	0	0	0	8
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 FSA ELA assessment	0	0	0	0	10	26	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	23	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	3	3	8	27	40	0	0	0	0	0	0	0	81

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	4	4	1	8	19	35	0	0	0	0	0	0	0	71

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	3	7	9	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	97	97	96	106	107	78	0	0	0	0	0	0	0	581
Attendance below 90 percent	48	35	31	29	40	31	0	0	0	0	0	0	0	214
One or more suspensions	1	0	0	2	2	3	0	0	0	0	0	0	0	8
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 FSA ELA assessment	0	0	0	0	10	26	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	23	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	3	3	8	27	40	0	0	0	0	0	0	0	81

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	4	4	1	8	19	35	0	0	0	0	0	0	0	71

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	3	7	9	1	0	0	0	0	0	0	0	0	23
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	58%	56%				32%	59%	57%
ELA Learning Gains	58%						47%	60%	58%
ELA Lowest 25th Percentile	57%						51%	54%	53%
Math Achievement	38%	54%	50%				46%	65%	63%
Math Learning Gains	68%						47%	66%	62%
Math Lowest 25th Percentile	74%						49%	53%	51%
Science Achievement	25%	59%	59%				23%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	60%	-30%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-30%				
05	2022					
	2019	17%	59%	-42%	56%	-39%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	65%	-17%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	40%	67%	-27%	64%	-24%
Cohort Comparison		-48%				
05	2022					
	2019	32%	64%	-32%	60%	-28%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	19%	49%	-30%	53%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	50	45	17	40		9				
ELL	28	53	52	33	70	80	17				
BLK	31	60	58	40	69	77	27				
HSP	29	50	55	32	69	64	14				
FRL	33	60	66	41	71	78	25				
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
SWD	5	30		18	32		6				
ELL	22	31	58	24	44	50	24				
BLK	22	31	45	26	45	45	34				
HSP	25	33		25	27						
FRL	23	27	62	26	40	42	27				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	394

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students in all grade levels overall demonstrated a decrease in student achievement based on school and district progress monitoring assessments.

Based on 2022 district promotion retention criteria, we had more students than normal not meeting criterion for promotion specifically in 3rd grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest decline are ELA learning gains. They went from 47% to 32%. Although proficiency in ELA increased, learning gains decreased.

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

The factors that contribute to this decline are the lack of consistent and targeted on going data analysis and support for our struggling students. The new actions that would need to be taken are to beginning small groups, pull out, and push in to start earlier as well as direct coaching provided in the classroom during instructional time.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was math proficiency, the percentage increased from 27% to 38%.

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

Targeted instruction for the lowest quartile students in math. This includes push in and pull out, ELO after school camps as well as guided instructional intervention groups.

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

The strategies that will need to be implemented to accelerate learning is focusing on small group instruction, differentiated instruction, actionable feedback, strategically placing teachers to meet the needs of students. As well as, on going professional development, student and teacher data chats, current and relevant materials. Providing time for teacher planning, push in and pull out groups as well as afterschool camps.

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 professional development opportunities we will be offering include breaking down the new instructional series and providing teachers with strategies to increase student achievement. In math, we will be providing professional development focusing on small group instruction in math with a focus on chunking lessons into digestible bites.

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

The additional services that will be implemented are revised instructional focus calendars to meet the current needs of students. We have 3 esser positions, one focused on intermediate math, one on primary reading and one on intermediate reading. There is a special focus on providing double a triple dosing to our tier 3 students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The schoolwide ELA data is keeping our school on the lowest 300 list. Although we have increased proficiency, we are still below the state and district average. Additionally, we would like to provide opportunity for student to earn adequate learning gains in ELA, including ESE, ELL, and lowest quartile students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2022, 40% of students will demonstrate proficiency or above on the 2023 FAST in ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through student and teacher data chats, observation with actionable feedback, double dosing in the classroom, small group push in and pull out during and afterschool. Use of progress monitoring assessments, providing intervention programs with fidelity. Providing current and standard focused materials as well as professional development.

Person responsible for monitoring outcome:

Trakina Ragin (trakina.ragin@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy that is being implemented is progress monitoring with ongoing feedback. We will be monitoring progress using ongoing formative assessments broken down into small chunks of standards. These assessments will include reteaching of the standards for students not meeting mastery. We will also be engaging teachers and students in on going data chats to discuss strengths and weaknesses. We will be providing necessary and targeted assistance via small group intervention. Intervention will take place in class as well as pull out with additional staff members.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Progress monitoring is mandatory for all students and all subgroups in order to determine student mastery, teacher effectiveness, and program implementation. The resources being used are on going progress monitoring portfolios maintained by the ELA coach for every teacher and student.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct on going data chats with teachers and students after each formative assessment.

**Person
Responsible** Trakina Ragin (trakina.ragin@browardschools.com)

Create assessments aligned to the instructional focus calendar and the Florida BEST Standards as well as the FAST Test specifications.

**Person
Responsible** Trakina Ragin (trakina.ragin@browardschools.com)

Conduct teacher professional development in the following areas: data analysis, small group and guided reading, using question stems, and the test design summary.

**Person
Responsible** Trakina Ragin (trakina.ragin@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our area of focus is to increase proficiency in ELA for Students with Disabilities. This impacts student learning by providing students an opportunity to be on grade level in ELA. They are also able to close the achievement gap between them and students without disabilities. This area was chosen because on our schools' ESSA report card, students with disabilities are scoring substantially low.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2022, 25% of Students with Disabilities will score proficiently on the 2023 FAST in ELA.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through student and teacher data chats, observation with actionable feedback, double dosing in the classroom, small group push in and pull out during and after school. Use of progress monitoring assessments, providing intervention programs with fidelity. Providing current and standard focused materials as well as professional development.

Person responsible for monitoring outcome:

Trakina Ragin (trakina.ragin@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence based strategy that is being implemented is progress monitoring with on going feedback. We will be monitoring progress using ongoing formative assessments broken down into small chunks of standards. These assessments will include reteaching of the standards for students not meeting mastery. We will also be engaging teachers and students in on going data chats to discuss strengths and weaknesses. We will be providing necessary and targeted assistance via small group intervention. Intervention will take place in class as well as pull out with additional staff members. We will be incorporating various instructional strategies for comprehension and phonics like graphical representation,

implemented for this Area of Focus.

repeated practice as well as instructional focus calendar that allows for more teaching time.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Students with learning disabilities will have more flexibility in their learning. We will also ensure to meet all of their IEP requirements throughout the entire school year including their testing accommodations for all formative assessments given throughout the school year. Due to students with disabilities struggling with reading, breaking things down into smaller chunks and providing opportunity for repeated practice will provide an opportunity for students to master the standards and goals.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct on going data chats with teachers and students after each formative assessment.

Person

Responsible Trakina Ragin (trakina.ragin@browardschools.com)

Create assessments aligned to the instructional focus calendar and the Florida BEST standards as well as the Florida FAST test specifications.

Person

Responsible Trakina Ragin (trakina.ragin@browardschools.com)

Conduct teacher professional development in the following areas: data analysis, small group guided reading, using question stems, comprehension strategies and IEP accommodations.

Person

Responsible Trakina Ragin (trakina.ragin@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

For the 22-23 school year, emphasis has been shifted to primary literacy in order to increase the number of students entering into intermediate at/above grade level. Trainings and PLCs will be targeting the usage of science in reading and targeting use of the BEST standards in order to provide student with the main foundational literacy skills needed for proficient reading and comprehension. Small group and guided reading practices are implemented based on student data and differentiated to address students individualized needs.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

For 22-23 school year, using data to drive instruction is the focus to continue to assist students with closing their learning gaps. Trainings and PLCs will be targeting the usage of science in reading and targeting use of the BEST standards in order to provide student with the main foundational literacy skills needed for proficient reading and comprehension. Small group and guided reading practices are implemented based on student data and differentiated to address students individualized needs.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, the number of students scoring at/above benchmark will increase from 26% to 36% as measured by the ELA FAST Assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, the number of students scoring proficient will increase from 31% to 40% on the ELA FAST Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area of focus will be monitored through student and teacher data chats, observation with actionable feedback, double dosing in the classroom, small group push in and pull out during and after school. Use of progress monitoring assessments, providing intervention programs with fidelity. Providing current and standard focused materials as well as professional development.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ragin, Trakina, trakina.ragin@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence based strategy that is being implemented is progress monitoring with on going feedback. We will be monitoring progress using ongoing formative assessments broken down into small chunks of standards. These assessments will include reteaching of the standards for students not meeting mastery. We will also be engaging teachers and students in on going data chats to discuss strengths and weaknesses. We will be providing necessary and targeted assistance via small group intervention. Intervention will take place in class as well as pull out with additional staff members. We will be incorporating various instructional strategies for comprehension and phonics like graphical representation, repeated practice as well as instructional focus calendar that allows for more teaching time.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Progress monitoring is mandatory for all students and all subgroups in order to determine student mastery, teacher effectiveness, and program implementation. The resources being used are on going progress monitoring portfolios maintained by the ELA coach for every teacher and student.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Conduct on going data chats with teachers and students after each formative assessment.	Ragin, Trakina, trakina.ragin@browardschools.com
Create assessments aligned to the instructional focus calendar and the Florida BEST Standards as well as the FAST Test specifications.	Ragin, Trakina, trakina.ragin@browardschools.com
Conduct teacher professional development in the following areas: data analysis, small group and guided reading, using question stems, and the test design summary.	Ragin, Trakina, trakina.ragin@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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 in school while practicing social distancing. These events include Family Nights, Literacy Nights, Dad's Day, multiple music 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.

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

The following stakeholders provide support and funding to school wide events, initiatives and programs. This assist us with promoting a positive culture and environment at Park Ridge Elementary School.

Riverside Elementary School's PTA assists with promoting a positive culture and environment at Park Ridge Elementary School by donating supplies throughout the school year to assist our students in families. A few examples include, backpacks with school supplies, turkey dinners at Thanksgiving, toys for our annual Angel Tree drive as well as snacks for students to eat during after school camps.

The Kiwanis Club of Deerfield Beach sponsors our Terrific Kid awards given out quarterly, one per class, during our honor roll assemblies.

Afterschool Programs Inc. is one of our business partners who not only provides childcare to our families, but they sponsor and donate family nights, SAC meetings and many other school events by providing us with refreshments and complimentary child care to our families during these events.

In order to create college and career readiness awareness at Park Ridge Elementary School, business and community organization partnerships have been established. These partners are invited to attend our annual career day and present their chosen career path to our students.