

Broward County Public Schools

Park Ridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To cultivate empowering relationships and create opportunities for all students to achieve their highest academic potential and sustain emotional wellness and resiliency.

Provide the school's vision statement.

Provide a safe environment that will build a foundation to prepare our scholars to become well-rounded leaders and productive citizens in our society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
Monroe, Tiffany	Assistant Principal	Assist the school principal in overall administration of instructional programs and campus level operations. Coordinate assigned student activities and services.
Heichen, Amanda	SAC Member	Instructional Coach SAC Chair Title I Liaison Testing Coordinator In Service Facilitator Textbook Coordinator
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.
Ricks, Donal	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the annual process of development of the School Improvement Plan, the plan is brought to our stakeholders for input during Spring of the Previous School Year. School Improvement Plan input is collected through the School Advisory Council. The plan is presented in smaller portions, stakeholder input is collected, and the plan is revised for the upcoming school year. Printed copies of the plan are provided during all meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation during monthly data chats. Data is collected through progress monitoring assessments, both formal and informal assessments. Data is then analyzed, and instructional plans are changed as needed. The school will revise the plan through the use of instructional coach support, resource teacher support, and administrative support for all teachers and students as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	36	43	40	39	21	35	0	0	0	214
One or more suspensions	0	0	0	1	6	3	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	26	38	43	55	39	35	0	0	0	236
Level 1 on statewide Math assessment	0	32	46	55	31	33	0	0	0	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	14	21	39	13	12	0	0	0	100

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	39	47	61	34	36	0	0	0	226

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	5	12	39	15	11	0	0	0	86
Students retained two or more times	4	4	7	4	8	4	0	0	0	31

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	39	40	28	32	25	0	0	0	207
One or more suspensions	1	0	1	0	0	1	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	42	38	39	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	41	40	41	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	17	17	7	8	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	12	49	35	40	0	0	0	143

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	39	40	28	32	25	0	0	0	207
One or more suspensions	1	0	1	0	0	1	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	42	38	39	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	41	40	41	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	17	17	7	8	0	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	12	49	35	40	0	0	0	143

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	56	53	31	58	56	24		
ELA Learning Gains				58			32		
ELA Lowest 25th Percentile				57			53		
Math Achievement*	39	62	59	38	54	50	27		
Math Learning Gains				68			42		
Math Lowest 25th Percentile				74			41		
Science Achievement*	24	48	54	25	59	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	43			34		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	35	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	1
ELL	47			
AMI				
ASN				
BLK	51			
HSP	44			
MUL				
PAC				
WHT				
FRL	52			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			39			24					61
SWD	2			13			8				5	64
ELL	28			37			18				5	61
AMI												
ASN												
BLK	26			36			24				5	68
HSP	40			44			20				5	52
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	29			37			24				5	71

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	58	57	38	68	74	25					43
SWD	17	50	45	17	40		9					25
ELL	28	53	52	33	70	80	17					43
AMI												
ASN												
BLK	31	60	58	40	69	77	27					42
HSP	29	50	55	32	69	64	14					42
MUL												
PAC												
WHT												
FRL	33	60	66	41	71	78	25					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	24	32	53	27	42	41	28					34
SWD	5	30		18	32		6					18
ELL	22	31	58	24	44	50	24					34
AMI												
ASN												
BLK	22	31	45	26	45	45	34					36
HSP	25	33		25	27		0					30
MUL												
PAC												
WHT												
FRL	23	27	62	26	40	42	27					29

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	27%	56%	-29%	54%	-27%
04	2023 - Spring	29%	61%	-32%	58%	-29%
03	2023 - Spring	29%	53%	-24%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	62%	-29%	59%	-26%
04	2023 - Spring	45%	65%	-20%	61%	-16%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	46%	-26%	51%	-31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Students in all grade levels overall demonstrated a decrease in student achievement based on school and district progress monitoring assessments. Based on 2023, assessment data, 5th grade ELA achievement was 27% overall, decreasing 7% from the previous school year.

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

The data component that showed the greatest decline was 5th grade ELA achievement. They went from 34% to 27%. 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.

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 showed the greatest gap when compared to the state average was 5th grade Science proficiency of 20% in comparison to the state average of 51% and district of 46%. This is widely due to students struggling with reading proficiency.

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 math proficiency, the percentage increased from 38% to 41%. 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on EWS data reviewed, there is a higher number of students with 10% or more absences. The number of students scoring Level 1 in 3rd-5th grade

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

ELA proficiency for grades 3-5
ELA Learning gains for 4th & 5th Grade
Science Proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024, 42% of students will demonstrate proficiency or above on the 2024 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:

Donal Ricks (donal.ricks@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Donal Ricks (donal.ricks@browardschools.com)

By When: Following each formative assessment cycle. Specific dates identified on Instructional Focus Calendar for ELA.

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

Person Responsible: Donal Ricks (donal.ricks@browardschools.com)

By When: Conducted quarterly for teachers in addition to a bi-weekly cycle of collaborative planning.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024, 25% of Students with Disabilities will earn a learning gain on the 2024 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:

Donal Ricks (donal.ricks@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Donal Ricks (donal.ricks@browardschools.com)

By When: Following each formative assessment cycle. Specific dates identified on Instructional Focus Calendar for ELA.

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

Person Responsible: Donal Ricks (donal.ricks@browardschools.com)

By When: Conducted quarterly for teachers in addition to a bi-weekly cycle of collaborative planning.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on EWS, the number of students in K-5 that are absent 10% or more is approximately 214. This causes a severe negative impact on building a strong early literacy foundation and reading achievement across all grade levels.

Measurable Outcome:

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

By May 2024, the number of students in K-5 who are absent 10% or more of the time will decrease by 10%.

Monitoring:

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

School attendance designees will monitor students with chronic absenteeism by analyzing data from reports such as pinnacle, basis, and teacher reports on a weekly basis.

Person responsible for monitoring outcome:

Nyanpu Kerkulah (nyanpu.kerkulah@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Emphasize the importance of coming to school every day as a priority by providing regular recognition and incentives to students and families who have good and improved attendance. Incentives and contests take advantage of the fact that students often respond better to positive recognition and peer pressure than they do to lectures from parents and teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incentives and contests take advantage of the fact that students often respond better to positive recognition and peer pressure than they do to lectures from parents and teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance designees will monitor students for chronic absenteeism. They will provide support to teachers and outreach to parents to assist with challenges causing student absences.

Person Responsible: Nyanpu Kerkulah (nyanpu.kerkulah@browardschools.com)

By When: Conducted on a weekly basis.

Classroom visits will be conducted by the school counselor and social worker for students displaying chronic absenteeism. In order to reengage parents, home visits will be conducted by the school social worker in order to assist with any barriers that may be causing student absences.

Person Responsible: Nyanpu Kerkulah (nyanpu.kerkulah@browardschools.com)

By When: Conducted on a monthly basis.

Develop and incentive plan to reward students with increased attendance.

Person Responsible: Nyanpu Kerkulah (nyanpu.kerkulah@browardschools.com)

By When: Incentive will be provided to students on a monthly basis.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement allocations are presented to all stakeholders annually during the final spring School Advisory Council meeting. During this meeting, the principal provides a detailed budget presentation where the projected budget is reviewed for the upcoming school year. During this meeting, the principal also reviews how parent allocation funds will be spent for the upcoming school year. Parents are encouraged to provide input on how the funding is being spent, they are also encouraged to ask questions for clarification.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 23-24 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 related to Reading/ELA

For 23-24 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 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 Measurable Outcomes

By May 2024, the number of students scoring at/above benchmark will increase from 31% to 42% as measured by the ELA FAST Assessment.

Grades 3-5 Measurable Outcomes

By May 2024, the number of students scoring proficient will increase from 31% to 42% on the ELA FAST Assessment.

Monitoring

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 impact student achievement outcomes.

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.

Ricks, Donal, donal.ricks@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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.	Ricks, Donal, donal.ricks@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.	Ricks, Donal, donal.ricks@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school’s webpage* where the SIP is made publicly available.

The School Improvement Plan is disseminated to all families each school year. Parents are provided with a letter on the school letterhead providing them instructions on how to access the current years school improvement plan, copies are also available in the front office in multiple languages for parents. School staff is provided with an email that provided a live link and instructions on how to access the current years school improvement plan. The School Improvement Plan is publicly posted on www.browardschools.com/ParkRidge, it is also referred to in each month's School Advisory Council Meeting where stakeholders may request a printed copy; these meetings are advertised and open to the public.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. Our School's current Parent Family Engagement Plan is listed on www.browardschools.com/ParkRidge

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Park Ridge's academic plan is to implement a schoolwide W.I.N. (What I Need) intervention block that specifically targets phonemic awareness and vocabulary to aid reading comprehension. Teachers will engage in bi-weekly collaborative planning to analyze data and create high-quality lesson plans with highly effective strategies to implement in instructional periods.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Park Ridge implements a schoolwide Life Skills and Wellness program that aims to increase students' emotional well-being and self-awareness. Fifty percent of teachers are trained in the Youth First Aid Mental Health, which assists staff with identifying early warning signs of emotional distress. School counselors and Social workers provide group and individual counseling to students when identified. In partnership with outside agencies, families are provided referrals for counseling and/or family counseling.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Park Ridge is a Pre-K to 5th grade public school. Although we are not a magnet school, we have a heavy focus on science at the school. We are a holder of a TEA Tree Food Forest Garden on our campus. We also have Boys and Girls Mentoring clubs where we give students the opportunities to engage with mentors from the school in the community. They focus of discussions about future success, college and career readiness. We also host a Career Day annually at Park Ridge where students can learn about a variety of professions.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Park Ridge Elementary school implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Staff Development funds are used to help with developing a comprehensive training program to help improve the delivery of instruction through a variety of workshops. These workshops provide the teachers an opportunity to move through mastery and improve student achievement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Park Ridge Elementary School services one class of Specialized PreK ESE. The teacher conducts vertical articulation meetings individually with parents during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations. We also have a supportive Kindergarten classroom which assists students with developmental disabilities.