

Park Ridge Elementary School

5200 NE 9TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Park Ridge Elementary School is to establish a strong foundation for lifelong learning by nurturing, guiding, and challenging all students to achieve their maximum potential.

Provide the school's vision statement

The vision of Park Ridge Elementary School is to provide an enriched environment where all students will be prepared for a college and career ready path the consists of educational opportunities from school readiness to adult education.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Park Ridge provides a number of opportunities that help to build strong relationships between parents, teachers, and the community. The year began with a "Community Huddle", Meet and Greet and Open house. Park Ridge has a series of parent nights that give information on Reading, Math and Science. In partnership with Target and Feed South Florida - Meals for Mind Program is held once a month.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Park Ridge is committed to promoting safety and respect, which is essential for teaching and learning. The school is also committed to reinforcing positive tenants of character education where the students are able to incorporate and model monthly expectations throughout the school year. The school supports the anti-bullying policy by providing a variety of programs held by the School Resource Deputy, Guidance Counselor, and Administration.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Dolphin Behavior Management Plan is a positive behavior plan that is implemented school wide. The Dolphin Behavior Management Plan teacher orientation will take place during pre-planning week. Members of the Dolphin Behavior Management Plan Committee and Guidance will conduct the orientation. Student orientation will take place during the introduction of rules and responsibilities during the first week of school. To ensure continued successful implementation, a brief review of the Dolphin Behavior Management Plan for students is recommended as needed.

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

Park Ridge Elementary ensures the social - emotional needs of all students by providing a Phin Zone Male Mentoring Program, guidance sessions, and Mentoring by the School Resource Deputy.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Park Ridge Elementary will offer the following activities to encourage and support parents in more fully participating in the education of their children:

Title I Parent Resource Library- Inform parents of this available service by newsletter, school's website, and parent link.

Classroom and School Website will be used to communicate with parents and encourage parental support.

The Reading Oasis Room will be available to promote community involvement. The Reading Oasis Room will be equipped with a technology station to assist parents with completing online volunteer applications.

Annual Title I Public Meeting will assist parents with completing online volunteer application process.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by hosting a Reading night at the local library, partnering with the Museum of Discovery and Science for Family Science Night. A Math night is held in partnership with Winn-Dixie. Reading Pals in partnership with United Way is done weekly. The Title - I Mobile Unit is scheduled to provide resources for the families at every SAC meeting and community event,

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Mayers, Jasmine	Instructional Coach
Watson, Daphene	Principal
Cambridge, Lawanda	SAC Member
Cohen, Valerie	Teacher, K-12
Charles-Pierre, Jacqueline	Teacher, K-12
Porcena, Heilange	Assistant Principal
Sanders, Therese	Teacher, K-12
Sutton, Beverly	Teacher, K-12
Taylor, Lacheryl	Teacher, ESE
Julien, Charly	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The RTI Leadership team will provide essential information regarding successful interventions and necessary assessment and Literacy Leadership Team (LLT) resources that provide critical information and data trends. This information will help frame student activities and/or staff actions in the development and modification of the school improvement plan. The RTI Leadership Team will meet with the School Advisory Council and the principal to develop the school improvement plan.

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

The RTI Team reorganizes our resources to provide support to the teacher(s) to increase student achievement. RTI is a process including the provision of systematic, research-based instruction and interventions for struggling learners. RTI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The role of the school-based RTI Team is to meet bi-weekly to address teachers' concerns about struggling students and to help design intervention plans. The ESE Specialist will coordinate the meetings and ensure fidelity of implementation. The team will collaborate on students as they move through a tiered system. At the first tier, teachers will present their student cases, behavioral or academic, at their weekly team meetings with the intent of collaborating on interventions for student success. This collaboration will be documented on the team leader's weekly team log. The teacher(s) will document the progress of the intervention. If the interventions do not lead to success after ample time, the student moves to the next tier. At Tier 2, the teacher(s) will present his/her student case along with the documented interventions to the RTI team. At this meeting, the team will assist with providing research-based interventions and/or support. Teachers will keep anecdotal records on the student and quantitative data will be collected to document the intervention implementation. The ESE Specialist will schedule a follow up meeting in six weeks. During the six weeks, a team appointed designee monitors the student's progress. At the six-week meeting, the RTI Team will review the academic data and anecdotal to determine the next step. Depending on the data situation, additional interventions and support can be suggested or the student can move to Tier 3. At Tier 3, the process is intensified. A determination will be made to move forward with further evaluation. Members of the RTI Team will work with all grade levels to discuss students in need of intervention. The team will

meet weekly using the Florida Continuous Improvement Model (FCIM) as the functioning guide. The team will analyze student academic and behavioral data, discussing trends, strength and weakness while brainstorming strategies for improvement. The coaches will disseminate information at grade level meetings and individual conferences with teachers.

Head Start teacher will conduct at least two home visits, and hold joint parent meeting to discuss transitioning and overall academic progression.

Students with disabilities will receive academic, social, and/or behavioral support as identified during the IEP with parent input.

Parents will work in collaboration with ESE teachers to help preschool ESE students prepare for social and emotional development, independent function, and communication effectiveness.

The ESOL instructional program promotes students' English language proficiency and mastery of academic content at the same time by integrating subject areas with language objectives.

Parents will be provided with grade specific NGSSS and Common Core instructional strategies, brochures/handouts, and resource websites that can be utilized at home to improve academic performance.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Daphene Watson	Principal
Lawanda Horenstein	Teacher
Valerie Jordan	Teacher
Bonnie Nyachae	Parent
Terrence Hillard	Teacher
Peggy Reynolds	Business/Community
Loree Thompson	Parent
Debra Swain	Education Support Employee
Huedelle Lewis	Parent
Marlen Angulo	Teacher
Marcia Gibbons	Education Support Employee
Peggy Johnson	Teacher
Amber Wykle	Parent
Katiana Manguira	Parent
Majorie Noel	Parent
Maxi Norlande	Parent
Carla Medina	Parent
Rose Thompson	Parent
Innocent Margulia	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Schools Advisory Council's function is to assist in the process of developing the School improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The SAC works collaboratively with the school and community to monitor the implementation of the school improvement plan.p

Development of this school improvement plan

The School Advisory Council's function is to assist in the process of developing the School Improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The SAC gave suggestions and feedback on the schools current goals. They served as a link between the school and the local community.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Training and targeted instructional materials \$3,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mayers, Jasmine	Instructional Coach
Watson, Daphene	Principal
Porcena, Heilange	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- Participate actively in literacy focused Professional Learning Communities
- Use data to analyze the effectiveness of instruction and to redesign instruction and resources to meet the student’s instructional and intervention needs.
 - Support the school wide implementation of the Comprehensive Core Reading Program and scientifically based reading instruction and strategies with fidelity
 - Participate in ongoing literacy dialogue with peers.
 - Create and share activities that promote literacy, including School wide Accelerated Reader Plan
 - Participate in classroom demonstrations and modeling of strategies.
 - Mentor new teachers and teachers new to grade level.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers all have common planning time built into the schedule to promote collaborative planning and instruction. Teachers are given opportunities to share best practice through bi-weekly PLC's.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The following strategies will be utilized to recruit and retain highly qualified teachers:

Ongoing professional development by the leadership team.

Mentoring/Coaching/Modeling conducted by Team Leaders and Curriculum Coach.

Weekly team meetings to provide support to Park Ridge's Faculty conducted by Team Leaders

Support staff members are assigned to faculty as a resource.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers will be assigned a Ness certified mentor and participate in the monthly Ness Community meetings held onsite.

Ambitious Instruction and Learning

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

The Pre-School Program at Park Ridge Elementary is designed to transition pre-school children to local elementary school programs. Our pre-school teachers incorporate the curricular facets of Kindergarten with many early childhood activities. It is through the pre-school program that many students advance to the upper level Kindergarten classes. Our teachers incorporate teaching strategies in a myriad of unique ways including the use of field trips. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, and cultural background.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will incorporate literacy skills school-wide utilizing standards-based instruction to increase student proficiency in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will incorporate literacy skills school-wide utilizing standards-based instruction to increase student proficiency in all content areas. 1a

G040076

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Journey's
- BEEP
- Think Central
- Professional Development Opportunities
- I Ready
- Foundations
- Digital Lessons
- Early Literacy Intervention
- Co-Teaching
- Mentoring
- Literacy Coach
- District Support
- Ready Common Core
- Go Math
- Science Fusion
- District Interdisciplinary Units of Study

Targeted Barriers to Achieving the Goal 3

- There is a need to build teacher knowledge in the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Administration will collect assessment data.

Person Responsible

Daphene Watson

Schedule

Biweekly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Student Assessments (BAFS 1 and 2, FAIR, DRA, Bi - Weekly Assessments, Monthly assessments), and student work samples

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will incorporate literacy skills school-wide utilizing standards-based instruction to increase student proficiency in all content areas. **1**

 G040076

G1.B1 There is a need to build teacher knowledge in the Florida Standards. **2**

 B096840

G1.B1.S1 Teachers will participate in on-going targeted PLC's that focus on Florida Standards. **4**

 S109991

Strategy Rationale

Action Step 1 **5**

Conduct needs assessment to determine the areas of support.

Person Responsible

Schedule

On 9/3/2014

Evidence of Completion

Data collected from the needs assessment.

Action Step 2 5

Create a PLC Calendar to address the areas that need support.

Person Responsible

Jasmine Mayers

Schedule

On 9/5/2014

Evidence of Completion

Completed PLC Calendar

Action Step 3 5

Teachers will participate in the targeted PLC's

Person Responsible

Jasmine Mayers

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC facilitator will submit sign in sheets.

Person Responsible

Jasmine Mayers

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Teachers will submit feedback forms at the end of the PLC. Sign In sheets for each PLC session.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will conduct Classroom Walk-throughs.

Person Responsible

daphene watson

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Marzano iObservation Reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct needs assessment to determine the areas of support.		9/2/2014	Data collected from the needs assessment.	9/3/2014 one-time
G1.B1.S1.A2	Create a PLC Calendar to address the areas that need support.	Mayers, Jasmine	9/4/2014	Completed PLC Calendar	9/5/2014 one-time
G1.B1.S1.A3	Teachers will participate in the targeted PLC's	Mayers, Jasmine	9/5/2014		6/5/2015 one-time
G1.MA1	Administration will collect assessment data.	Watson, Daphene	9/12/2014	Student Assessments (BAFS 1 and 2, FAIR, DRA, Bi - Weekly Assessments, Monthly assessments), and student work samples	6/4/2015 biweekly
G1.B1.S1.MA1	Administration will conduct Classroom Walk-throughs.	watson, daphene	9/9/2014	Marzano iObservation Reports	6/4/2015 daily
G1.B1.S1.MA1	PLC facilitator will submit sign in sheets.	Mayers, Jasmine	9/9/2014	Teachers will submit feedback forms at the end of the PLC. Sign In sheets for each PLC session.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will incorporate literacy skills school-wide utilizing standards-based instruction to increase student proficiency in all content areas.

G1.B1 There is a need to build teacher knowledge in the Florida Standards.

G1.B1.S1 Teachers will participate in on-going targeted PLC's that focus on Florida Standards.

PD Opportunity 1

Teachers will participate in the targeted PLC's

Facilitator

Jasmine Mayers

Participants

Teachers

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0