



Executive Summary for **RIVERGLADES ELEMENTARY**

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Riverglades Elementary is a true community school in the relatively young and growing suburban city of Parkland, Florida. The city of Parkland is located on the northern border of Broward County, Florida and covers 12.33 square miles. The city is comprised of gated, single-family home communities, range styled homes and a few multi-unit structures. Riverglades, built in 1993, is the oldest of only three elementary schools in the city of Parkland. Riverglades has a student population of 980 in grades Pre-Kindergarten to fifth grade. The faculty and staff include three administrators, fifty-seven teachers, one literacy Coach, one ESE Specialist with seven ESE team members, fifteen paraprofessionals, one micro-tech and eight office support personnel. Riverglades' student population is 75.42% White, 33.89% Hispanic, 10.41% Asian, 7.53% Black, Native Indian 0.10%, 0.10% Pacific Islander, and 6.34% Multiracial. Riverglades has 4 classes in a Pre-K program, 4 classes in an Autism Spectrum Disorder (ASD) cluster, and a K-5 Dual Language Program. The school has four Special subjects on a 8-day rotation. The special subjects include Art, Music, Spanish, and STEM. The school uses the Next Generation Sunshine State Standards and the B.E.S.T. Standards as the basis for its curriculum at each grade level. Instructional delivery and resources are aligned to the standards. Teachers attend monthly Professional Learning Communities to develop standards-driven differentiated lessons, determine appropriate instructional resources, and analyze formative and summative assessments. Students at Riverglades may have an eligibility for Exceptional Student Education (ESE) services. The Riverglades Elementary ESE department provides the following services to our students: pull-out resource; push-in resource; and consultation. ESE teachers provide services to students with the following exceptionalities: Autism Spectrum Disorder (ASD); Emotional/Behavioral Disability (EBD); Physically Impaired - Other Health Impaired (OHI); Specific Learning Disability (SLD); and

Speech/Language Disability (S/L). Related services are provided by itinerant teachers for: Family Counseling; Occupational Therapy; and Physical Therapy. Gifted services are also provided in Gifted/High Achieving Classes by teachers who have a Gifted Endorsement. Riverglades Elementary has students who are English Language Learners (ELLs). A classroom assistant is assigned to work with identified students in English Language Arts (ELA) in push-in and pull-out models. Teachers use English Speakers of Other Languages (ESOL) strategies with their ELL students within the classroom setting daily. Technology is infused throughout the curriculum and has increased over the past few years. All students have a one-to-one student-computer ratio. Students have Lenovo Laptops. Classroom teachers also have additional technology available to them including but not limited to: Promethean Boards, Recordex Boards, Document Cameras, and Polycom Studio Cameras.

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Riverglades Elementary School is for each child to become a Lifelong learner and to be challenged and encouraged to realize his/her maximum potential. The school staff and community work together to assist each child in developing the necessary skill and knowledge to control his/her own destiny and create a better society.

Our instructional philosophy is based on Integrated Thematic Instruction (ITI), a research-based approach to framing and combining areas of instruction around real-world themes. ITI also involves the use of brain research along with other research based high yield strategies to maximize student performance. An example of ITI at Riverglades would include fashioning a more relaxing educational setting for students by creating homelike environments in our classrooms through the use of framed pictures of the students and their families, and plants. Another example of ITI philosophy at Riverglades is the teaching of life-skills, a set of social goals such as caring, integrity, perseverance, responsibility, and patience, which all support the school goals of growing responsible citizens.

In keeping with our mission, Literacy is a major area of focus at Riverglades Elementary School. Our Literacy program is comprised of various crucial components to ensure all our students meet or exceed standards. To accomplish this, school wide programs include push in and pull out models to individually meet the learning needs of each individual student. Students receiving services include students in the bottom quartile, English Language Learner Students (ELL), Exceptional Students Education (ESE) students, and students in the Response to Intervention (RtI) program. Research based materials and strategies are used during small groups and individual instruction to target student weaknesses and build upon student strengths.

In addition to meeting student needs through small group and individual instruction, the teachers at Riverglades meet regularly in learning communities and during professional development sessions to plan effective literacy lessons that utilize appropriate and high interest materials for instruction. The coach and classroom teachers use the core reading program and other research-based materials to support instruction. Classroom teachers continually reflect on their teaching practices to make ongoing growth to their instructional delivery. Through the professional learning communities, teachers identify specific English Language Arts Standards needing additional instruction. Teachers also provide feedback to the students on a regular basis, so the students can track their learning progress and monitor their growth as well.

The acquisition and application of Mathematics is also a major focus at this school in accordance with our mission. As with Literacy, the Mathematics Program at this school is comprised of various and

crucial components to ensure that students meet or exceed B.E.S.T. Standards. The instructional deliveries for math include whole group and small group instruction. Mathematics activities implemented during independent student-centered center rotations include increase problem-solving comprehension and math fluency at each grade level. The classroom teachers use the core math program but supplement with district-created lesson plans and differentiated center activities to ensure standards are being taught. Additionally, during professional learning communities, teachers identify specific Math standards needing additional instruction.

To further ensure that all the students at Riverglades Elementary meet or exceed state standards and to ensure that all students are successful, the school has a Collaborative Problem-Solving Team (CPST). Students identified by the CPS team receive targeted interventions. The CPS team, comprised of school administration, school counselor, Literacy Coach, school psychologist, school social worker, teacher and parents meet regularly to identify areas of need, analyze data, then align to deficiencies in reading, math, and/or behavior, and subsequent meetings following implementation of interventions to gauge student progress and determine next steps. Teachers identify students struggling with academics and/or behavior and refer them to the CPS team. The team meets again after six to eight weeks to review the student data and determine if the intervention is being successful or if additional interventions need to be explored.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years.

Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Student achievement at Riverglades Elementary has been consistently above the mean over the past three years. Since the district's use of the Socio-Economic (SES) Band model that compares schools with similar demographics to each other, the proficiency scores for the students at this school placed the school in the top 5 within the band for both reading and math based on the Florida Assessment for Student Thinking (FAST).

Based on the most recent Progress Monitoring 3 Florida Assessment of Student Thinking (F.A.S.T.) scores in English Language Arts (E.L.A.), third grade students at Riverglades showed 7 points of learning gains from the 23-24 school year to the 24-25 school year going from 77% proficient to 84% proficient. Students in grades 3, 4, 5, showed 4 points of learning gains from the 23-24 school year to the 24-25 school year going from 77% proficient to 81% proficient. Students who were retained in grades 3, 4, 5, showed 2 points of learning gains from the 23-24 school year to the 24-25 school year going from 70% proficient to 72% proficient. Students in the lowest quartile who were retained showed 8 points of learning gains from the 23-24 school year to the 24-25 school year going from 53% proficient to 61% proficient.

Based on the most recent Progress Monitoring 3 Florida Assessment of Student Thinking (F.A.S.T.) scores in Mathematics, third grade students at Riverglades in grades 3, 4, 5, showed 5 points of learning gains from the 23-24 school year to the 24-25 school year going from 82% proficient to 87% proficient. Students who were retained in grades 3, 4, 5, showed 6 points of learning gains from the 23-24 school year to the 24-25 school year going from 75% proficient to 81% proficient. Students in the lowest quartile showed 12 points of learning gains from the 23-24 school year to the 24-25 school year going from 52% proficient to 64% proficient.

Our desired state is to focus on the gaps that exist in our data and continue to support the effective instruction that is already taking place. Specifically, we will put the most support into Reading for our lowest quartile students in grades K-5. All the instructional support and resources are designed to increase student achievement this school year.

After comparing and analyzing the FAST data for the 22-23 school year, each grade level professional learning community will focus on utilizing the various reports available through Clever to teachers such as Savvas, Benchmark, Progress Learning, Gallope, I-Ready, etc. One of the most critical reports that will be utilized will be the Standards Report for each program which gives specifics on each students' progress towards mastering the standards. This type of report will aid in the identification of areas to strengthen and help progress monitor specific areas that classroom teachers are focusing on in Reading and in Math.

Aside from all technology resources, classroom teachers continue to implement standards-based formative assessments to identify the percentage of students at proficiency, satisfactory, and needs

improvement in Reading and in Math. Teachers analyze this information to inform their teaching strategies, regroup students for small group instruction, and drive their instruction overall.

In Reading, classroom teachers are implementing Benchmark Advanced (K-5) and Benchmark Adelante (Dual Language classrooms only). Students are continuously being assessed in Reading through Benchmark Weekly and Unit Assessments. Teachers in grades K-5, implement and model close read strategies. Teachers in grades 3, 4, and 5, create lessons based on test specification data in Reading. The support staff conduct small groups for specific reading skills using research-based interventions.

In Math, K-5 teachers implement and model Mathematics steps to problem solve using strategies. Classroom teachers use targeted Math Improvement Strategies and Math Fluency during instructional time. Teachers in grades 3, 4, and 5, create lessons based on test specification data in Math.

In Science, teachers in grades K-5 administer the Beginning of the Year, Middle of the Year, and End of the Year Assessment which is based on science standards that are expected to be mastered at each grade level. The K-5 Science Scope and Sequence is based on the Big Ideas for Science. Students participate in activities planned through a variety of resources such as Discover Education and Progress Learning. Teachers plan science experiments to give students a hands-on experience that assists in taking concepts from concrete to abstract. Teachers also integrate reading instruction with science instruction through the use of text annotations, graphic organizers and vocabulary reviews.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

There are many traditions at Riverglades Elementary School of which we are very proud. Some of these unique Riverglades traditions include: 5th grade students attend JA Biztown and Marine Lab. Both field trips allow students to experience the Florida wildlife including boat rides and swimming through coral reefs! 4th grade attends where students attend an Everglades Experience. This field trip allows students to slog through the everglades while learning about this one-of-a-kind ecosystem. 3rd grade students attend Government Day in collaboration with the City of Parkland. During this experience, students will learn about the government which helps to bridge a real-world connection for each student.

Riverglades Elementary School is committed to parental involvement and building the home-school connection. Parent Teacher Association (PTA) events are widely attended! The Riverglades PTA is dedicated to support and provide support to students and staff. PTA organizes a number of exciting student events such as Hispanic Heritage Night, Book Fair, Boo Bash, No Brainer Fundraiser, Harvest Drive, Holiday Gift Shop, Jump Rope for Heart, etc.

In addition, the school has a School Advisory Council (SAC) that oversees the School Improvement Plan. The school is in partnerships with the local restaurants and companies within the community. Lastly, in addition to all of the above, Riverglades Elementary provides an on-site after-school care program through Before and After School Care (BASCC).