

Orange County Public Schools

# Riverdale Elementary



## 2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>20</b>

## Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

<https://riverdalees.ocps.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

78%

### School Grades History

**Year**  
**Grade**

**2017-18**  
C

**2016-17**  
B

**2015-16**  
C

**2014-15**  
D\*

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

#### Provide the school's vision statement.

To be the top producer of successful students in the nation

### School Leadership Team

#### Membership

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

Name	Title
Charlton, William	Principal
Ragley, Margaret	Instructional Coach
King, Mary	Guidance Counselor
Faircloth, Amber	Other
Greifenstein, Virginia	Instructional Media
Mrozek, Cristina	Assistant Principal
Seyler, Lisa	Other
Montilla, Naomi	Other
Reller, Kerry	Other
Leon, Erica	Other

#### Duties

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

William Charlton (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development is offered. Ultimately responsible for monitoring of all progress monitoring data (iReady data, intervention data, summative data and other important data such as attendance data). Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals.

Communicates with parents regarding school based plans and activities, designates members of the Leadership Team as grade level liaisons, and meets as a member of the Leadership Team for collaboration.

Cristina Mrozek (Assistant Principal): Ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills

of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development is offered. Responsible for monitoring of PreK-2 and 5th grade science progress monitoring data (iReady data, intervention data, summative data and other important data such as attendance data). Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Communicates with parents regarding school plans and activities, oversees Positive Behavior Support program, and meets as a member of the Leadership Team for collaboration.

Margaret Ragley (Instructional Coach): Provides guidance with K-12 Reading and Math Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development and model lessons on high yield strategies and best practices for instruction, facilitates PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walk-throughs to aid in the coaching process. Responsible for monitoring teacher walk-through data to ensure high yield strategies and best practices for instruction presented at professional development are implemented as expected along with actionable feedback given through observation and walk-throughs. Meets as a member of the Leadership Team for collaboration.

Amber Faircloth (Curriculum Resource Teacher): Testing Coordinator, provides guidance with K-5 math and science instruction, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the reading and math tutoring programs, supports professional development on high yield strategies and best practices in the areas of math and science, facilitates PLC meetings that address lesson planning, instructional practices and data analysis, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, may conduct some coaching observations and walk-throughs to aid in the coaching process, coordinates community volunteers program used to provide small group instruction and remediation in the classroom, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Ginny Greifenstein (Media Specialist): Provides support with the K-12 Reading Plan, facilitates school-wide reading initiatives and monitors and reports Accelerated Reader (AR) and Math Facts data, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP, provides resources for staff members on high yield strategies and best practices in the area of reading, manages textbook and fixed asset inventories, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Lisa Seyler (Staffing Specialist): Collaborates with administration and staff to ensure students are properly placed according to their individual needs and SIP goals are addressed, analyzes intervention data, participates in MTSS meetings and provides follow-up to ensure student success, provides training for instructional staff on the specific needs of students who receive exceptional student education, manages the compliance of all required meetings and paperwork for students who receive ESE or 504 services, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Meg King (Guidance Counselor): Provides support for healthy emotional and social development strategies and programs, provides training for instructional staff on the specific social and emotional needs of subgroups in the student body, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the school mentoring program, Positive Behavior Support and monitors behavior data and school-wide recognition efforts, participates in MTSS meetings where needed and provides follow-up to ensure student success, monitors attendance data and follows up with the required attendance warning letters and processes for compliance serves as a grade level liaison, meets as a member of the Leadership Team for collaboration.

Erica Leon (MTSS Coordinator/CCT): Coordinates and supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates MTSS meetings and provides follow-up to ensure student success, monitors intervention data and coaches teachers on ways to improve instruction based on data. Supports students who are ELL and teachers with instructional strategies, coordinates and administers all assessments and manages documents for ELL compliance, supplies classroom resources to assist ELL students with their acquisition of the English language, provides training for instructional staff on the specific needs of students who are ELL, facilitates and supports data collection activities, monitors ELL assessment data, assists in data analysis, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Kerry Reller (Behavior Specialist): Team leader for ASD units at Riverdale Elementary. Supports the staff teaching these units by providing academic resources to support the curriculum as well as behavior support. Behavior support includes crisis intervention, student observation, data collection on targeted behaviors, creation of behavior plans, and analyzing data to create behavior plans. Monitors behavior data of students in ESE at Riverdale along with needs in the general student population. Meets as a member of the Leadership Team for collaboration.

Naomi Montilla (Parent Engagement Liason): Conducts home visits, delivers parent workshops, gathers and presents detailed data pertaining to parent engagement activities, participating in parent/ school leadership councils, establishes communication with all parents, creates engagement opportunities for all parents, establishes effective communication between home and school, improves community outreach and coordinates training opportunities for parents and families that will impact high student academic performance. Monitors all data regarding parent engagement at Riverdale. Meets as a member of the Leadership Team for collaboration.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	22	27	26	22	23	0	0	0	0	0	0	0	135
One or more suspensions	0	1	0	3	5	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	1	0	5	4	1	7	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	33	46	44	0	0	0	0	0	0	0	123

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	3	15	13	16	0	0	0	0	0	0	0	47

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	1	0	1	5	4	8	0	0	0	0	0	0	0	19

**Date this data was collected**

Wednesday 7/18/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	22	16	20	30	0	0	0	0	0	0	0	124
One or more suspensions	2	0	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	3	1	0	3	19	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	33	44	40	0	0	0	0	0	0	0	117

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	0	3	12	28	0	0	0	0	0	0	0	47

**Year 2016-17 - Updated**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	22	16	20	30	0	0	0	0	0	0	0	124
One or more suspensions	2	0	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	3	1	0	3	19	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	33	44	40	0	0	0	0	0	0	0	117

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	0	3	12	28	0	0	0	0	0	0	0	47

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

From "scrubbed" data: FSA math learning gains by the lowest 25% was the data component that performed the lowest. It dropped 24 pts. from 46 pts. in 2016-17 to 22 pts. in 2017-18. The data for our lowest 25% in math has been inconsistent from 2014-18. It swings up and down each year.

#### Which data component showed the greatest decline from prior year?

From "scrubbed" data: FSA math learning gains by the lowest 25% was the data component showing the greatest decline from the prior year. It dropped 24 pts. from 46 pts. in 2016-17 to 22 pts. in 2017-18.

#### Which data component had the biggest gap when compared to the state average?

From "scrubbed" data: math lowest 25% was data component that had the biggest gap when compared to the state average. Riverdale Elementary was 22 pts. compared with the state average of 47 pts. This is a gap of 25 pts. Math in general had the largest point gaps as compared to the state. Riverdale Elementary's math achievement showed a 10 pt. gap and overall learning gains showed a 13 pt. gap as compared to the state.

#### Which data component showed the most improvement? Is this a trend?

From "scrubbed" data: All data components dropped except for two: 1) Fourth Grade ELA achievement increased this year by 1 pt. to 47% and 2) Fourth Grade ELA learning gains by the lowest 25% increased by 4 pts. to 42%. From 2016-18 Fourth Grade ELA achievement has increased, from 37% in 2016, 46% in 2017 and 47% in 2018.

#### Describe the actions or changes that led to the improvement in this area.

We introduced new teachers to the grade level, provided lesson planning guidance from instructional coaches, provided extra instructional assistance to work with struggling students in small groups during regular instruction, provided students with additional instruction outside the regular day (Ex. morning and afternoon tutoring, Saturday School and Spring break camps) and provided additional professional development and resources in close reading through the school district's professional learning community initiative.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	56%	56%	48%	53%	52%
ELA Learning Gains	46%	55%	55%	47%	52%	52%
ELA Lowest 25th Percentile	39%	48%	48%	39%	42%	46%
Math Achievement	52%	63%	62%	46%	56%	58%
Math Learning Gains	46%	57%	59%	45%	54%	58%
Math Lowest 25th Percentile	22%	46%	47%	27%	41%	46%
Science Achievement	45%	55%	55%	42%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15 (15)	22 (21)	27 (22)	26 (16)	22 (20)	23 (30)	135 (124)
One or more suspensions	0 (2)	1 (0)	0 (0)	3 (0)	5 (2)	0 (2)	9 (6)
Course failure in ELA or Math	1 (5)	0 (3)	5 (1)	4 (0)	1 (3)	7 (19)	18 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (33)	46 (44)	44 (40)	123 (117)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	55%	0%	57%	-2%
	2017	61%	57%	4%	58%	3%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	43%	54%	-11%	56%	-13%
	2017	45%	57%	-12%	56%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		-18%				
05	2018	44%	55%	-11%	55%	-11%
	2017	45%	51%	-6%	53%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	61%	-4%	62%	-5%
	2017	61%	63%	-2%	62%	-1%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	45%	62%	-17%	62%	-17%
	2017	51%	64%	-13%	64%	-13%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2018	43%	59%	-16%	61%	-18%
	2017	48%	56%	-8%	57%	-9%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	53%	-7%	55%	-9%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	27	24	13	15	16	5				
ELL	30	40	42	31	37	23	6				
ASN	88	83		88	83						
BLK	47	47		53	34		44				
HSP	39	45	42	43	45	29	33				
WHT	64	40		61	48		61				
FRL	47	44	40	48	44	21	36				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	45	35	13	39	30	20				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	33	44	32	43	68	55	47				
ASN	80	73		93	91						
BLK	48	65		52	38		31				
HSP	50	59	37	52	62	43	59				
WHT	54	68	70	59	64	67	52				
FRL	53	63	46	56	60	46	54				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

**Activity #1**

<b>Title</b>	Increase ELA Scores for the Lowest 25% (Narrow Achievement Gaps)
<b>Rationale</b>	In an effort to raise overall student achievement and learning gains in ELA, the district has started the District Professional Learning Community (DPLC) initiative. With this initiative, schools in the district are learning the best practices and strategies associated with close reading and text-based questioning. Since Riverdale Elementary's achievement scores and learning gains in ELA are below district and state averages and our district is focusing on eliminating "gaps" in achievement and learning gains for disadvantaged subgroups in our schools, it stands to reason that an area of important focus would be those students who scored in the bottom 25% in ELA learning gains.
<b>Intended Outcome</b>	Riverdale Elementary will raise our ELA learning gains on the FSA for the lowest 25% by 26 pts. from 39 pts in 2018 to 65 pts in 2019.
<b>Point Person</b>	Margaret Ragley (margaret.ragley@ocps.net)

**Action Step**

<b>Description</b>	<p>In order to achieve the stated goal, Riverdale Elementary will take the following action steps:</p> <ol style="list-style-type: none"><li>1) School administration and leadership will continue to analyze 2018 ELA data closely to see what grade levels and subgroups dropped and what ELA domains were the lowest leading to this decrease.</li><li>2) Initial analysis indicates that overall ELA learning gains in 4th &amp; 5th dropped an average of 18pts. In addition there remains a large "gap" in learning gains between our white student population and our ESE and ELL subgroups which account for a significant percentage of our student population in the lowest 25% in ELA learning gains.</li><li>3) To address this decrease in ELA learning gains Riverdale Elementary will do the following: a) all teachers teaching ELA will be given professional development opportunities to provide them additional skills to adequately address the learning needs of the lowest 25% in ELA including training in ELA remediation in small groups with special focus on ELA instruction for ESE and ELL students, effective close reading strategies and text-based questioning strategies, b) additional instructional support will be provided during the school day in the form of adult "push-ins" to assist the teacher in providing small group instruction, and c) additional learning opportunities in ELA instruction will be offered to our lowest 25% in grades 2-5 in the form of before and after school tutoring, Saturday School and Spring Break ELA Camps.</li><li>4) The principal, assistant principal instructional coach and CRT will regularly monitor various data points (see Plan to Monitor Effectiveness) to determine the effectiveness of our professional development and intervening actions.</li><li>5) Targeted classroom walkthroughs will be completed on a regular basis.</li><li>6) If adequate progress is not seen by students in the lowest 25% in ELA the principal, assistant principal and instructional coach along with the teachers of the students who are not making adequate gains will meet to discuss next steps in a continuous cycle of analyzing of data, discussion of next steps to address students' needs, implementation of additional interventions determined by the team and gathering of more data to determine if gains are being made.</li></ol>
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**Person Responsible** William Charlton (william.charlton@ocps.net)

Plan to Monitor Effectiveness

**Description**

To monitor the effectiveness of these actions Riverdale Elementary will do the following:

- 1) The effectiveness of professional development addressing a) remediation in small groups with special focus on ELA instruction for ESE and ELL students, b) effective close reading strategies and c) text-based questioning strategies will be determined by the appropriate application of these strategies in the classroom and the achievement data of the lowest 25% in ELA. The principal, assistant principal and instructional coach will observe instruction to determine if the strategies learned are being applied in the classroom with fidelity. If a teacher is not using strategies with fidelity then the instructional coach will intervene with the teacher and establish a "coaching cycle" pertaining to the instructional strategies in question. The instructional coach will assist the teacher(s) until the strategies are used with fidelity and/or until ELA student achievement data increases.
- 2) The effectiveness of additional instructional support provided during the school day in the form of adult "push-ins" to assist the teacher in providing small group instruction will be determined by formative assessments given to students after an appropriate amount of instruction is given in small group.
- 3) The effectiveness of additional learning opportunities in ELA instruction in grades 2-5 in the form of before and after school tutoring, Saturday School and Spring Break ELA Camps will be determined by formative assessments given to students after an appropriate amount of remediation instruction is given in small group or at the end of Saturday School or Spring Break Camp sessions. That data will be used to address further student needs in the classroom and/or to inform lesson plans in the classroom or subsequent remediation sessions.

**Person Responsible** William Charlton (william.charlton@ocps.net)

## Activity #2

**Title** Implement Culturally Responsive School Plan to Narrow Achievement Gaps

**Rationale** OCPS has started an initiative regarding Culturally Responsive Schools (CRS) in order to address stubborn achievement gaps that exist at OCPS schools between the white or general student population and minority sub-populations of students. Riverdale Elementary will implement a CRS Plan to address these achievement gaps. Riverdale's largest achievement gap exists with our students who receive ESE services. The ELA achievement gap for white students vs. students who receive ESE services is 55%. The ELA learning gains gap for white students vs. students who receive ESE services is 13%. In addition the ELA lowest 25% learning gains percentage for students who receive ESE services is only 24%.

**Intended Outcome** Riverdale Elementary School will reduce the ELA achievement gap for white students vs. students who receive ESE services by half to 28%. We will reduce the ELA learning gains gap for white students vs. students who receive ESE services to 7%. In addition the ELA lowest 25% learning gains percentage for students who receive ESE services will increase to 50%.

**Point Person** William Charlton (william.charlton@ocps.net)

## Action Step

**Description**

In order to achieve the stated goals, Riverdale Elementary will take the following action steps:

- 1) School administration and leadership will continue to analyze 2018 ELA data closely to see which students who receive ESE services in grades 4 and 5 did not score above a level 3 on the FSA ELA test and which did not make learning gains. In addition we will identify 3rd grade students who are below grade level in reading according to the 1st iReady Reading Diagnostic scores in 2018-2019.
- 2) The ELA achievement gap for white students vs. students who receive ESE services is 55%. The ELA learning gains gap for white students vs. students who receive ESE services is 13%. In addition the ELA lowest 25% learning gains percentage for students who receive ESE services is only 24%.
- 3) To address these gaps in ELA achievement and learning gains Riverdale Elementary will do the following: a) administer the uPAR (Universal Protocol for Accommodations) to all 3-5 ESE students below grade level in reading to determine if and what kind of additional accommodations are needed for those students, b) provide teachers with professional development to assist general ed. and ESE teachers in choosing and implementing appropriate reading accommodations as identified by the uPAR assessment and c) ESE and general education teachers will receive professional development on the effective implementation of the Support Facilitation Model.
- 4) The principal, assistant principal and instructional coach will regularly monitor iReady Reading Diagnostic and Growth Monitoring data for students who receive ESE services to determine the effectiveness of the application of reading accommodations and our professional development.
- 5) Targeted classroom walkthroughs will be completed on a regular basis.
- 6) If adequate progress is not seen by students receiving ESE services, the principal, assistant principal and instructional coach along with the teachers of the students (both the classroom and ESE teacher) who are not making adequate gains will meet to discuss next steps in a continuous cycle of

analyzing of data, discussion of next steps to address students needs, implementation of additional interventions determined by the team and gathering of more data to determine if gains are being made.

**Person Responsible** William Charlton (william.charlton@ocps.net)

Plan to Monitor Effectiveness

**Description**

Riverdale Elementary will monitor the effectiveness of a) implementation of appropriate reading accommodations as identified by the uPAR assessment and b) the effective implementation of the Support Facilitation Model for ESE and general education teachers by observing the appropriate application of these accommodations in the classroom and the monitoring of iReady Reading Diagnostic and Growth Monitoring data of students who receive ESE services. The principal, assistant principal and instructional coach will observe instruction to determine if the reading accommodations are being appropriately applied in the classroom. If a teacher is not using these reading accommodations appropriately then the instructional coach will intervene with the teacher and establish a "coaching cycle" pertaining to the accommodations in question. The instructional coach will assist the teacher(s) until the accommodations are used with fidelity and/or until iReady Reading Diagnostic and Growth Monitoring data data increases.

**Person Responsible** William Charlton (william.charlton@ocps.net)



<b>Activity #3</b>	
<b>Title</b>	Increase Math Learning Gains (Narrow Achievement Gaps)
<b>Rationale</b>	Riverdale Elementary's Math learning gains dropped 14 pts. in 2017-18 and Math learning gains for the lowest 25% dropped 24pts. Math FSA scores have been inconsistent at Riverdale Elementary over the past 4 years and a focus on Math learning gains will help address this concern.
<b>Intended Outcome</b>	Riverdale Elementary will raise our Math learning gains on the FSA by 22 pts. to 68 pts in 2019 and learning gains for the lowest 25% by 43 pts. from 22 pts. to 65 pts. in 2019.
<b>Point Person</b>	Cristina Mrozek (cristina.mrozek@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<p>In order to achieve the stated goals, Riverdale Elementary will take the following action steps:</p> <ol style="list-style-type: none"><li>1) School administration and leadership will continue to analyze 2018 Math data closely to see what grade levels and subgroups dropped and what Math domains were the lowest leading to this decrease.</li><li>2) Initial analysis indicates that overall Math learning gains in 4th grade dropped 8 pts. and 10 pts. for the lowest 25%. 5th grade learning gains dropped 6pts. and 21 pts. for the lowest 25%. In addition there remains a large "gap" in learning gains between our white student population and our ESE and ELL subgroups which account for a significant percentage of our student population in the lowest 25% in Math learning gains. White students learning gains vs. students receiving ESE services has a gap of 33% and only 16% of students receiving ESE services in the lowest 25% made gains. White students learning gains vs. students receiving ELL services has a gap of 9% and only 23% of students receiving ELL services in the lowest 25% made gains.</li><li>3) To address this decrease in Math learning gains Riverdale Elementary will do the following: a) all teachers teaching Math will be given professional development opportunities to provide them additional skills to adequately address Math remediation in small groups with special focus on Math instruction for ESE and ELL students and effective close reading strategies and text-based questioning strategies, b) additional instructional support will be provided during the school day in the form of adult "push-ins" to assist the teacher in providing small group instruction, and c) additional learning opportunities in Math instruction will be offered to our lowest 25% in grades 2-5 in the form of before and after school tutoring, Saturday School and Spring Break Math Camps.</li><li>4) The principal, assistant principal instructional coach and CRT will regularly monitor various data points (see Plan to Monitor Effectiveness) to determine the effectiveness of our professional development and intervening actions.</li><li>5) Targeted classroom walkthroughs will be completed on a regular basis.</li><li>6) If adequate progress is not seen by students in Math the principal, assistant principal and instructional coach along with the teachers of the students who are not making adequate gains will meet to discuss next steps in a continuous cycle of analyzing of data, discussion of next steps to address students' needs, implementation of additional interventions determined by the team and gathering of more data to determine if gains are being made.</li></ol>

**Person Responsible** Cristina Mrozek (cristina.mrozek@ocps.net)

#### Plan to Monitor Effectiveness

#### Description

To monitor the effectiveness of these actions Riverdale Elementary will do the following:

- 1) The effectiveness of professional development addressing a) remediation in small groups with special focus on Math instruction for ESE and ELL students, b) effective close reading strategies and c) text-based questioning strategies will be determined by the appropriate application of these strategies in the classroom and the achievement data in Math. The principal, assistant principal and instructional coach will observe instruction to determine if the strategies learned are being applied in the classroom with fidelity. If a teacher is not using strategies with fidelity then the instructional coach will intervene with the teacher and establish a "coaching cycle" pertaining to the instructional strategies in question. The instructional coach will assist the teacher(s) until the strategies are used with fidelity and/or until Math student achievement data increases.
- 2) The effectiveness of additional instructional support provided during the school day in the form of adult "push-ins" to assist the teacher in providing small group instruction will be determined by formative assessments given to students after an appropriate amount of instruction is given in small group.

**Person Responsible** Cristina Mrozek (cristina.mrozek@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Riverdale Elementary has good attendance for Meet the Teacher, Open House, and report card conferences. Riverdale Elementary would like to increase parent attendance for academically focused school events and parent membership in committees that help set goals and plans for the school's academic growth in order to build capacity.

#### **PFEP Link**

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

#### **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.**

Students who exhibit signs of social-emotional stress are referred to the school Guidance Counselor for counseling. In some instances, students require additional services that the

school is not able to provide and are referred to outside counseling services to serve them and meet their individual needs both at the school and in the home environment. The Guidance Counselor also teaches social-emotional skills to small groups of children during the school day. We will continue to implement our mentoring program this year to better serve students with additional needs and to provide support for them on a consistent basis throughout the school year. Best Practices for Inclusive Education (BPIE) is also used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

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

Children ready to enter Kindergarten are invited to attend yearly summer registration and our Open House program. Parents are encouraged to enroll students early to begin the transition process. The Pre-School teacher works with students throughout the year to develop social, reading, math, and independence skills. All kindergarten students at Riverdale Elementary are assessed prior to or upon entering kindergarten in order to determine individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling, and positive reinforcement of pro-social behavior.

There is vertical alignment between grade levels to ensure that the standards are taught at the appropriate level. This provides a foundation and preparedness for the curriculum in the next grade. Assessment data is monitored on a consistent basis in order to determine learning gains, necessary changes to instruction, and intervention programs.

Students who are transitioning to the middle school level are able to take a school tour of the middle school before the end of the year to gain insight and pertinent information. They are also invited to an orientation along with their parents to provide a smoother transition.

**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.**

Students participate in whole group instruction as well as small group instruction on their individual levels. Teachers analyze state, district and school assessment data to determine which students are in need of extra support. The students identified as performing below grade level are then placed in Tier II and receive additional support using appropriate interventions according to their academic needs in a small group setting. Students are progress monitored weekly and data is reviewed by the classroom teachers and school MTSS Team every six weeks. The MTSS Team collects additional data and information in order to determine if a student should be placed in Tier III. Tier III groups are small, more intensive reading groups focused on specific reading gaps. Students who do not show adequate progress are then referred to the staffing specialist for further evaluation.

Title I, Part A

Riverdale Elementary will follow the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Guidance Counselor/CCT provides services as requested by parents, teachers, and the district. We will also utilize Title III funds to provide extended learning opportunities to targeted ELL students.

Riverdale Elementary students identified as performing below grade level may be selected to participate in tutorial services for reading instruction.

Housing Programs

The Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless Liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district.

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

In order to promote college and career awareness, community partners established through the Partners in Education program come to the school to discuss their role in the community, provide guidance to students in various areas, and discuss the importance of school. They also include in their presentations or demonstrations the importance of pursuing a higher education beyond high school. We are also participating in the Teach In event, inviting members of the community to speak to students about their careers.

**Part V: Budget**

<b>Total:</b>	<b>\$44,000.00</b>
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