

Orange County Public Schools

Riverdale Elementary



2017-18 Schoolwide Improvement Plan

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)

77%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 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.

Orange - 0261 - Riverdale Elementary - 2017-18 SIP
Riverdale Elementary

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Riverdale Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Home surveys are filled out at the beginning of the year that ask about the students' backgrounds. Other information that supports a better understanding of students has been gathered through the Best Practices for Inclusive Education (BPIE) assessment. The BPIE helps schools focus on planning, MTSS and communication. Teachers host weekly class meetings with dedicated time for building relationships in the school day. Teachers also interact with parents during school events and activities to gain insight into students' cultures and maintain strong relationships with families.

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

The results of our AdvancED survey show that most parents and students feel the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students. There is a Positive Behavior Support Committee that focuses on school rules, procedures and positive support. This committee develops rules and procedures that maintain order and creates a safe working and learning environment. Character education is in place for modeling appropriate behavior and to encourage students to treat others in a respectful manner. School and classroom routines and procedures are addressed in class by the teachers, and behavior and discipline data are analyzed by the PBS Committee to determine data trends with discipline (areas, time of day, grade level) and to identify areas of opportunity that should be reviewed schoolwide.

c. 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 schoolwide behavior system is aligned with the Positive Behavior Support model. Each grade level has a designated member of the Leadership Team assigned to them for behavior support. Teachers handle Level One and Level Two infractions within the classroom and there are procedures in place if misbehavior occurs in order to minimize distractions and loss of instructional time. Schoolwide rules are established and reviewed in each class throughout the school year. The Code of Conduct is reviewed schoolwide

within the first week of each quarter as well. Discipline training is provided to school staff to ensure consistency and fairness.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning indicators are tracked and monitored by members of the Leadership Team. Discipline data is monitored on a monthly basis by the Assistant Principal as well as the Positive Behavior Support Team. Attendance trends are monitored by the Registrar and the Guidance Counselor on a regular basis. When a student has reached ten days of excused and/or unexcused absences, an attendance meeting is scheduled with the student and the parent. Students who are not performing on grade level are monitored by teachers and the Leadership Team. They are placed in the proper intervention group, monitored closely in those groups, and offered tutoring opportunities.

The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused, unexcused, or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. 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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. Utilizing the data gathered from the Best Practices for Inclusive Education (BPIE) assessment, the school is able to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS). For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates, and the parents and the student sign a contract agreeing to these strategies. Student recognition and rewards are also provided to students with satisfactory attendance. Students who are not performing at grade level as indicated by ELA and math state/school assessments are offered before and after school tutoring opportunities to provide additional assistance. Students that have more than one suspension are put on an individualized behavior plan that addresses the concern and data is monitored for improvement.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422617>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully hold

community events and offer additional resources to parents in efforts to increase student achievement. Each year, partnerships are discussed and renewed.

C. Effective Leadership

1. School Leadership Team

a. 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	Instructional Coach
Greifenstein, Virginia	Instructional Media
Mrozek, Cristina	Assistant Principal
Seyler, Lisa	Other
Montilla, Naomi	Other

b. Duties

1. 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, ensures adequate professional development is offered, 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, ensures adequate professional development is offered, communicates with parents regarding school plans and activities, oversees Positive Behavior Support program, and meets as a member of the Leadership Team for collaboration.

Lisa Seyler (Staffing Specialist): Works with instructional staff, collaborates with 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 special education students, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Margaret Ragley (Reading Coach/MTSS Coach): Provides guidance with K-12 Reading 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, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, participates in MTSS meetings and provides follow-up to ensure student success, facilitates the reading tutoring program, provides professional development on high yield strategies and best practices in the area of reading, facilitates PLC meetings that address lesson planning and data analysis, conducts informal observations to aid in the coaching process, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Amber Mealey (Math Coach/MTSS Coach): Provides guidance with K-5 math 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, participates in MTSS meetings and provides follow-up to ensure student success, facilitates the math tutoring program, provides professional development on high yield strategies and best practices in the areas of math and science, facilitates PLC meetings that address lesson planning and data analysis, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, conducts informal observations to aid in the coaching process, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Meg King (Guidance Counselor/CCT): Provides support for healthy emotional and social development strategies and programs, supports ELL students with assessments and strategies for ELL assistance and 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 special education students, facilitates and supports data collection activities, assists in data analysis, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the school mentoring, Positive Behavior Support, and schoolwide recognition efforts, participates in MTSS meetings and provides follow-up to ensure student success, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Ginny Greifenstein (Media Specialist): Provides guidance with K-12 Reading Plan, facilitates schoolwide reading initiatives, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP, participates in MTSS meetings and provides follow-up to ensure student success, provides resources for staff members on high yield strategies and best practices in the area of reading, participates in PLC meetings that address lesson planning, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Naomi Montilla (Parent Engagement Liaison): 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.

2. 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.

Tier I instruction is delivered to all students and their progress is monitored on a weekly basis. 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 four weeks. The MTSS Team collects additional data and information in order to determine if a student should be placed in Tier III. Tier III data is reviewed weekly by the classroom teacher and then on a monthly schedule by the MTSS Team to ensure that the intervention is appropriate and the student is progressing. 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. The MTSS process and SIP structures address the effectiveness of core instruction through constant progress monitoring towards school goals by the teachers, MTSS Team and the Leadership Team. Resources are purchased that are appropriate for Tier II and Tier III instruction and school support staff are utilized to provide differentiated instruction for all students.

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:

- Disaggregation of Data
- Timeline Development
- Instructional Focus
- Continuous and frequent assessment
- Intervention strategies
- Tutorials
- Enrichment
- Reteach
- Maintenance

Riverdale Elementary will use Federal Title I funds to provide instructional support personnel, MTSS, and PLC Staff Development opportunities. The school will provide resources to assist with the planning and delivery of a comprehensive approach in the areas of Reading, Math, Writing, and Science.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents as needed.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

Title II grant funds will be used for professional development opportunities for the staff, specifically selected staff will attend reading, math, science and ESOL conferences.

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.

Title VI, Part B
N/A

Title X- Homeless

The Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless Liaison to ensure students who are or who become homeless receive all available services and support offered through the district. The District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Riverdale Elementary students identified as performing below grade level may be selected to participate in tutorial services for reading instruction. They will receive tutoring two times per week for six months using district approved intervention programs.

Violence Prevention Programs

Fifth Grade students will participate in the M.A.G.I.C. program in partnership with the Orange County Sheriff's Department.

Nutrition Programs

Food and Nutrition is supported through the district's goal of providing nutritious meals and snacks for students on a daily basis. The district follows Federal law and the U.S. Department of Agriculture policy as it relates to food distribution and service to all students.

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.

Adult Education

Riverdale Elementary works in partnership with OCPS Vo-Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo-Tech for additional information.

Career and Technical Education

Riverdale Elementary works in partnership with OCPS Vo-Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo-Tech for additional information.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Charlton	Principal
Marisol Rodriguez	Business/Community
Lisa Simonelli	Parent
Jennifer Sullivan	Teacher
Virneldia Graham	Education Support Employee
Louise Garvey	Parent
Amanda Kern	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC met to review last year's school improvement plan and assessment data to identify areas of strength and areas where the school needs additional focus and resources.

b. Development of this school improvement plan

The SAC meets regularly to discuss the school's progress towards the goals addressed in the previous School Improvement Plan and makes adjustments throughout the year that are then compiled and used to create the current School Improvement Plan.

c. Preparation of the school's annual budget and plan

The general budget and specifically the funds to which SAC gives input are reviewed with SAC throughout the school year.

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

School Improvement Funds were used to purchase a set of books for instructional staff to use in a book study. Teachers were given stipends for additional lesson planning during the school year and to cover substitutes during professional development sessions.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Charlton, William	Principal
Ragley, Margaret	Instructional Coach
Ferrara, Patricia	Teacher, K-12
Aubin, Nicole	Teacher, K-12
Santiago, Martha "Liza";	Teacher, K-12
Hennessy, Susan	Teacher, K-12
Jordan, Paige	Teacher, K-12
Bauman, Alyssa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT plans opportunities for training and professional development in the area of standards based instruction and the Florida State Standards K-5. The LLT also plans school wide family nights focused on literacy to build strong foundations for reading at home and school. There is also a focus on the Accelerated Reading program that is used to increase student engagement in reading. Student Reading Challenges will be organized for the winter holiday break and spring break to encourage students to read during those breaks.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers are organized by grade level to form Professional Learning Communities. Teachers have common planning time that is used to focus on data analysis, lesson planning and best practices regarding instruction. Time is dedicated each week to common planning when teachers plan together to address the most effective way to address the Florida State Standards in each subject area. Teachers are also given the opportunity to observe their peers as they are instructing in order to gain insight regarding new strategies that address unique student needs.

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

The OCPS E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed and verbal references are obtained to ensure candidates are highly qualified and of high quality. Hired staff are provided with quality professional development opportunities led by school instructional coaches covering school procedures, the schoolwide behavior plan and the continuous improvement model. The current partnership with the University of Central Florida provides the opportunity to aid in the development of future highly qualified educators.

Persons responsible:
Principal- William Charlton
Assistant Principal- Cristina Mrozek

Math Coach- Amber Mealey
Reading Coach- Margaret Ragley

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

Beginning teachers are paired with veteran teachers who will mentor them throughout the year. They will participate in weekly meetings to discuss lesson planning, classroom management, effective teaching strategies and effective communication skills. There are monthly meetings for new teachers that are conducted by a member of the leadership team to ensure beginning teachers are progressing and are equipped with the training and information they need in order to be successful. The monthly meetings focus on planning, teacher observations, school initiatives, procedures, and professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers are required to use the District Scope and Sequence and CRMs that are posted on IMS to ensure they are following the district plan. The time dedicated for common planning is spent looking at the Florida State Standards and creating engaging ways to teach them to students. Learning goals and performance scales that are aligned to the Florida State Standards are also posted in each classroom for the core subject areas. Lesson plans are posted online and checked by administration each week. Walkthroughs and observations are conducted each day by administration to ensure that instruction is aligned to the Florida State Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

As part of our BPIE (Best Practices for Inclusive Education) plan, the school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. State, district and school data are analyzed on a weekly basis to ensure all students are progressing academically. Every student receives Tier I instruction and students who have been identified through data analysis and the MTSS process as having difficulty attaining proficiency also receive Tier II instruction that is targeted to meet their unique instructional needs. Tier II instruction is provided in a smaller setting. Students who need more intensive interventions receive Tier III instruction in addition to Tier I and Tier II. Tier II and Tier III intervention materials are approved interventions in the K-12 Reading Plan. Students who are struggling as identified through data analysis are also offered tutoring either before school or after school where they will receive extra time and support in specific areas of deficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,115

Students who are identified through data analysis as struggling with specific standards and/or below grade level in reading or math are offered before-school tutoring. The program materials are aligned with the Florida State Standards and district requirements and focus on specific areas of reading and math deficiency.

Strategy Rationale

Students who struggle in reading and math often have gaps in their understanding of foundational skills and require additional time to process and practice these skills. Before-school tutoring provides students with the time and small group setting needed to progress towards grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Faircloth, Amber, amber.faircloth@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring related to subjects taught in Saturday School will be conducted during the regular school day and evaluated to determine the effectiveness of the Saturday School instruction at increasing students' proficiency.

Strategy: Weekend Program

Minutes added to school year: 2,520

Students who are identified through data analysis as struggling with specific standards and/or below grade level in reading or math are invited to attend Saturday School. The program materials are aligned with the Florida State Standards and district requirements and focus on specific areas of reading, math, or science deficiency.

Strategy Rationale

Students who struggle in reading, math, or science often have gaps in their understanding of foundational skills and require additional time to process and practice these skills. Saturday School provides students with the time and small group setting needed to progress towards grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Faircloth, Amber, amber.faircloth@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: After School Program

Minutes added to school year: 2,115

Students who are identified through data analysis as struggling with specific standards and/or below grade level in reading or math are offered after-school tutoring. The program materials are aligned with the Florida State Standards and district requirements and focus on specific areas of reading and math deficiency.

Strategy Rationale

Students who struggle in reading and math often have gaps in their understanding of foundational skills and require additional time to process and practice these skills. After-school tutoring provides students with the time and small group setting needed to progress towards grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ragley, Margaret, margaret.ragley@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data associated with the programs being used will be collected and analyzed for effectiveness as demonstrated through student performance and used to guide instruction. Instruction will be modified based on student assessment data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.

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

Although there are no career and technical education programs available at the elementary level, students are exposed to career and technical education through community partners that come in to present to the students about what they do and how their role is beneficial to the community. During these presentations, they explain the steps they took and how they became certified.

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

There is a focus on STEM activities within the classroom as well as in after school tutoring/enrichment programs. We offer Project Lead The Way in targeted grade levels which provides STEM lessons and activities. There is also a school STEM Night that includes engaging activities that require student interaction and participation. This provides exposure with various career and technical opportunities available within the STEM fields.

4. 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.

Riverdale does not have a School Feedback Report as we are an elementary school. However, there are various strategies that we use to prepare our students for a successful academic career. We offer various tutoring/enrichment activities in the areas of reading, math, and science before and after school for students not on grade level. We host several parent nights that provide resources for parents to assist with extending their learning at home and we encourage community members to share with students the importance of education.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase ELA, Math, and Science proficiency in ELL & ESE subgroups. (Division Priorities: Ensure career and college readiness.)

- G2.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priorities: Narrow the achievement gap.)

Strategic Goals Detail

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

G1. Increase ELA, Math, and Science proficiency in ELL & ESE subgroups. (Division Priorities: Ensure career and college readiness.) 1a

G095606

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of grade-appropriate rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano Instructional Framework
- iReady data
- District-provided Curriculum Resource Materials
- Common Assessment Data
- PLC Lesson Planning
- PLC Data Meetings

Plan to Monitor Progress Toward G1. 8

School assessment data will be reviewed by the Instructional Support Team to monitor progress towards proficiency in ELA, mathematics, and science.

Person Responsible

William Charlton

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Student/class data matrices

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priorities: Narrow the achievement gap.) 1a

G095607

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of instructional time working with students who have not demonstrated mastery in guided groups

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Teacher Toolbox
- CPALMS
- Instructional Coaches
- PLC Planning Meetings
- PLC Data Meetings
- Student/Class Data Matrices

Plan to Monitor Progress Toward G2. 8

Common assessment data, iReady data, progress monitoring and MTSS data will be monitored for increases.

Person Responsible

William Charlton

Schedule

Monthly, from 9/5/2017 to 4/27/2018

Evidence of Completion

Student/class data matrices with student data trends

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. Increase ELA, Math, and Science proficiency in ELL & ESE subgroups. (Division Priorities: Ensure career and college readiness.) 1

G095606

G1.B1 Lack of understanding of grade-appropriate rigor 2

B257445

G1.B1.S1 Provide professional development on literacy strategies for ELL and ESE students based on the DPLC action plan. 4

S272381

Strategy Rationale

In order to increase the proficiency of ELA standards in the classroom, teachers must be knowledgeable and proficient with the literacy strategies.

Action Step 1 5

Professional Development on text complexity and close reading strategies that will benefit ELL and ESE students.

Person Responsible

William Charlton

Schedule

Every 6 Weeks, from 9/27/2017 to 5/9/2018

Evidence of Completion

Sign-in sheets and materials from Professional Development sessions

Action Step 2 5

Professional Development on standards aligned tasks that will benefit ELL and ESE students.

Person Responsible

Cristina Mrozek

Schedule

Every 6 Weeks, from 9/27/2017 to 5/9/2018

Evidence of Completion

Sign-In sheets and materials from Professional Development sessions

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

Administration will review materials and sign-in sheets for professional development sessions.

Person Responsible

William Charlton

Schedule

Every 6 Weeks, from 9/27/2017 to 5/9/2018

Evidence of Completion

Administrator notes

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

Administration will review the lesson plans and observation results.

Person Responsible

William Charlton

Schedule

Monthly, from 9/27/2017 to 5/9/2018

Evidence of Completion

Walk-through and iObservation data; lesson plans

G1.B1.S2 Hold planning sessions to develop rigorous lesson plans that align to the standards and have accommodations for ELL and ESE students. 4

S272382

Strategy Rationale

In order to increase the amount of rigor in classroom lessons, teachers must be aware of how to develop and appropriately incorporate rigorous activities in their lessons.

Action Step 1 5

Coaches will model how to lead planning sessions for team leaders, in order to create units of instruction with teachers that align to and meet the full intent of the standards.

Person Responsible

William Charlton

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Planning notes, lesson plans

Action Step 2 5

Team leaders attend professional development on leading a PLC with effective collaborative planning.

Person Responsible

Cristina Mrozek

Schedule

Every 2 Months, from 8/21/2017 to 5/21/2018

Evidence of Completion

Sign-in sheets and materials from professional development

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review lesson plans from planning sessions with coaches for evidence of standards alignment and rigorous activities, as well as sign-in sheets and notes from PLC meetings.

Person Responsible

Cristina Mrozek

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Lesson plan review logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will conduct walk-throughs to observe lessons and determine if they are rigorous and aligned to the standards.

Person Responsible

William Charlton

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Walkthrough and iObservation data

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priorities: Narrow the achievement gap.) 1

G095607

G2.B1 Lack of instructional time working with students who have not demonstrated mastery in guided groups 2

B257448

G2.B1.S1 Increase frequency and duration of small group instruction in both reading and math. 4

S272385

Strategy Rationale

Increased small group instruction will provide additional time spent with students who have not demonstrated mastery.

Action Step 1 5

Increase intervention time from 30 minutes to 45 minutes.

Person Responsible

William Charlton

Schedule

Daily, from 8/14/2017 to 5/21/2018

Evidence of Completion

Master Schedule

Action Step 2 5

Re-structure the math block to include additional small group instruction.

Person Responsible

Cristina Mrozek

Schedule

Daily, from 8/14/2017 to 5/21/2018

Evidence of Completion

Lesson Plans designed to address small group instruction

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of PLC Lesson Planning notes from grade-level/instructional coach planning sessions will occur.

Person Responsible

William Charlton

Schedule

Biweekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

PLC Lesson Planning notes will be used as evidence to demonstrate this strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Common Assessment data will be reviewed during PLC meetings to determine if small group instruction is effectively producing an increase in student assessment data.

Person Responsible

William Charlton


Schedule

Weekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

PLC Data Meeting Notes will be used as evidence to demonstrate this strategy was monitored and effectively implemented.

G2.B1.S2 Increase small group instruction in reading, math and science for all students in the lowest 30% of each subject area. 4

 S272386

Strategy Rationale

If the students in the lowest 30% for each of these subjects receive additional small group instructional time, then their scores should improve.

Action Step 1 5

Instructional Support Team members will push-in to classrooms to work with students in the lowest 30% for reading, math and science.

Person Responsible

William Charlton

Schedule

Weekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

iReady data, classroom assessments, progress monitoring data

Action Step 2 5

All support personnel will work with students in the lowest 30% on a rotational basis.

Person Responsible

Lisa Seyler

Schedule

Weekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

iReady data, classroom assessments, progress monitoring data, MTSS data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review of all data for each student in the lowest 30% for each subject area will occur.

Person Responsible

William Charlton

Schedule

Biweekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

iReady data, classroom assessment data, progress monitoring data, MTSS data and Data Meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

All data for students in the lowest 30% of each subject area will be reviewed during Data Meetings to determine if the increase in small group instruction is effective for each student in those groups.

Person Responsible

William Charlton
















Schedule

Biweekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

iReady data, classroom assessments, progress monitoring data, MTSS data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G2.MA1 M391336	Common assessment data, iReady data, progress monitoring and MTSS data will be monitored for...	Charlton, William	9/5/2017	Student/class data matrices with student data trends	4/27/2018 monthly
 G2.B1.S1.MA1 M391328	Common Assessment data will be reviewed during PLC meetings to determine if small group instruction...	Charlton, William	9/5/2017	PLC Data Meeting Notes will be used as evidence to demonstrate this strategy was monitored and effectively implemented.	4/27/2018 weekly
 G2.B1.S1.MA1 M391329	Review of PLC Lesson Planning notes from grade-level/ instructional coach planning sessions will...	Charlton, William	9/5/2017	PLC Lesson Planning notes will be used as evidence to demonstrate this strategy was monitored and implemented with fidelity.	4/27/2018 biweekly
 G2.B1.S2.MA1 M391330	All data for students in the lowest 30% of each subject area will be reviewed during Data Meetings...	Charlton, William	9/5/2017	iReady data, classroom assessments, progress monitoring data, MTSS data	4/27/2018 biweekly
 G2.B1.S2.MA1 M391331	Review of all data for each student in the lowest 30% for each subject area will occur.	Charlton, William	9/5/2017	iReady data, classroom assessment data, progress monitoring data, MTSS data and Data Meeting notes	4/27/2018 biweekly
 G2.B1.S2.A1 A365454	Instructional Support Team members will push-in to classrooms to work with students in the lowest...	Charlton, William	9/5/2017	iReady data, classroom assessments, progress monitoring data	4/27/2018 weekly
 G2.B1.S2.A2 A365455	All support personnel will work with students in the lowest 30% on a rotational basis.	Seyler, Lisa	9/5/2017	iReady data, classroom assessments, progress monitoring data, MTSS data	4/27/2018 weekly
 G1.B1.S1.MA1 M391323	Administration will review the lesson plans and observation results.	Charlton, William	9/27/2017	Walk-through and iObservation data; lesson plans	5/9/2018 monthly
 G1.B1.S1.MA1 M391324	Administration will review materials and sign-in sheets for professional development sessions.	Charlton, William	9/27/2017	Administrator notes	5/9/2018 every-6-weeks
 G1.B1.S1.A1 A365446	Professional Development on text complexity and close reading strategies that will benefit ELL and...	Charlton, William	9/27/2017	Sign-in sheets and materials from Professional Development sessions	5/9/2018 every-6-weeks
 G1.B1.S1.A2 A365447	Professional Development on standards aligned tasks that will benefit ELL and ESE students.	Mrozek, Cristina	9/27/2017	Sign-In sheets and materials from Professional Development sessions	5/9/2018 every-6-weeks
 G1.MA1 M391327	School assessment data will be reviewed by the Instructional Support Team to monitor progress...	Charlton, William	8/21/2017	Student/class data matrices	5/21/2018 monthly
 G2.B1.S1.A1 A365452	Increase intervention time from 30 minutes to 45 minutes.	Charlton, William	8/14/2017	Master Schedule	5/21/2018 daily
 G2.B1.S1.A2 A365453	Re-structure the math block to include additional small group instruction.	Mrozek, Cristina	8/14/2017	Lesson Plans designed to address small group instruction	5/21/2018 daily
 G1.B1.S2.MA1 M391325	Administrators will conduct walk-throughs to observe lessons and determine if they are rigorous and...	Charlton, William	8/21/2017	Walkthrough and iObservation data	5/21/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M391326	Review lesson plans from planning sessions with coaches for evidence of standards alignment and...	Mrozek, Cristina	8/21/2017	Lesson plan review logs	5/21/2018 monthly
G1.B1.S2.A1  A365448	Coaches will model how to lead planning sessions for team leaders, in order to create units of...	Charlton, William	8/21/2017	Planning notes, lesson plans	5/21/2018 weekly
G1.B1.S2.A2  A365449	Team leaders attend professional development on leading a PLC with effective collaborative planning.	Mrozek, Cristina	8/21/2017	Sign-in sheets and materials from professional development	5/21/2018 every-2-months

V. Professional Development Opportunities

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

G1. Increase ELA, Math, and Science proficiency in ELL & ESE subgroups. (Division Priorities: Ensure career and college readiness.)

G1.B1 Lack of understanding of grade-appropriate rigor

G1.B1.S1 Provide professional development on literacy strategies for ELL and ESE students based on the DPLC action plan.

PD Opportunity 1

Professional Development on text complexity and close reading strategies that will benefit ELL and ESE students.

Facilitator

Margaret Ragley

Participants

All Instructional Staff

Schedule

Every 6 Weeks, from 9/27/2017 to 5/9/2018

PD Opportunity 2

Professional Development on standards aligned tasks that will benefit ELL and ESE students.

Facilitator

Amber Faircloth

Participants

All Instructional Staff

Schedule

Every 6 Weeks, from 9/27/2017 to 5/9/2018

G1.B1.S2 Hold planning sessions to develop rigorous lesson plans that align to the standards and have accommodations for ELL and ESE students.

PD Opportunity 1

Team leaders attend professional development on leading a PLC with effective collaborative planning.

Facilitator

Cristina Mrozek

Participants

All team leaders

Schedule

Every 2 Months, from 8/21/2017 to 5/21/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development on text complexity and close reading strategies that will benefit ELL and ESE students.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Riverdale Elementary	Title, I Part A		\$2,000.00
			<i>Notes: Books for Professional Development Text Complexity: Raising Rigor in Reading (\$50.00 x 25 teachers) A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K-5 (\$30.00 x 25 teachers)</i>			
2	G1.B1.S1.A2	Professional Development on standards aligned tasks that will benefit ELL and ESE students.				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Riverdale Elementary	Title, I Part A		\$1,700.00
			<i>Notes: Books for Professional Development Teaching English Language Learners Across the Content Areas (\$24 x 34 teachers) Brain-Friendly Strategies for the Inclusion Classroom (\$26 x 34 teachers)</i>			
3	G1.B1.S2.A1	Coaches will model how to lead planning sessions for team leaders, in order to create units of instruction with teachers that align to and meet the full intent of the standards.				\$0.00
4	G1.B1.S2.A2	Team leaders attend professional development on leading a PLC with effective collaborative planning.				\$0.00
5	G2.B1.S1.A1	Increase intervention time from 30 minutes to 45 minutes.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Riverdale Elementary			\$0.00
6	G2.B1.S1.A2	Re-structure the math block to include additional small group instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Riverdale Elementary			\$0.00
7	G2.B1.S2.A1	Instructional Support Team members will push-in to classrooms to work with students in the lowest 30% for reading, math and science.				\$0.00
8	G2.B1.S2.A2	All support personnel will work with students in the lowest 30% on a rotational basis.				\$0.00

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	Total: \$3,700.00
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