

Riverdale Elementary



2014-15 School Improvement Plan

Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
73%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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 background and teachers host weekly class meetings with dedicated time for building relationships outside of instructional time in the school day. Teachers interact with parents during school events and activities in order to maintain strong relationships with parents and this is another way that teachers gain insight about students' cultures and backgrounds.

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

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 is analyzed by the PBS committee to determine data trends with discipline (areas, time of day, grade level, etc) and to identify areas of opportunity that should be reviewed school wide.

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 school behavior system is divided by grade level. One administrator is responsible for K-2 and another is responsible for grades 3-5. Each grade level has a designated member of the Leadership Team assigned to them for behavior support. Procedures are in place if discipline arises in order to minimize distractions and loss of instructional time. School wide rules are established and reviewed in each class along with the Code of Conduct. Discipline training is provided to school staff to ensure consistency and fairness.

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 that are better able 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.

Early Warning Systems

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

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, offered tutoring opportunities and monitored closely in intervention groups. The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused 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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26	19	24	11	16	13	109
One or more suspensions	1	6	1	4	5	10	27
Course failure in ELA or Math	0	0	13	11	5	8	37
Level 1 on statewide assessment	0	0	0	35	38	35	108

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	2	15	13	15	45

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. 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. 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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/171362>.

Description

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Charlton, William	Principal
Turner, Tami	Assistant Principal
Burger, Marilyn	Instructional Coach
Ragley, Margaret	Instructional Coach
Sanabria, Nicole	Other
King, Mary	Guidance Counselor

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 databased decision-making, ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS

implementation, and communicates with parents regarding school based MTSS plans and activities. Designate members of the Leadership Team as grade level liaisons and meet as a Leadership team for collaboration.

Tami Turner (Assistant Principal): Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Nicole Sanabria (Staffing Specialist): Works with and through instructional staff, collaborates with staff to ensure student needs are met and SIP goals are addressed, documents intervention and provides follow-up to ensure student success.

Margaret Ragley (Reading 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.

Meg King (Guidance/CCT): Provides support for healthy emotional and social development strategies and programs. Supports ELL students with assessments and strategies for ELL assistance and compliance. Assists with implementation of the 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.

Marilyn Burger (Curriculum Resource Teacher): Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP, provides professional development to teachers and staff regarding data management and display, facilitates all district and state assessments.

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 continuously progress monitored and students who continually struggle are then reviewed by the school MTSS team. The MTSS Team collects additional data and information in order to place the student 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 that 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 planning and delivery of a comprehensive approach in the areas of Reading, Math, and Writing.

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 the writing Core Connections training.

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 Staffing Specialist/CCT provides services as requested by parents, teachers, and the district. We will also utilize Title III monies 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 personnel 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 grant funded tutorial services for reading instruction. They will receive tutoring two times per week for six months using the IReady and After the Bell reading intervention programs.

Violence Prevention Programs

Fifth Grade students will participate in the M.A.G.I.C. program in partnership with 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
William Charlton	Principal
Marisol Rodriguez	Parent
Lashonda Roge	Parent
Donna Cosio	Teacher
Rebecca Martinez	Business/Community
Anjanette Essen	Parent
Julie Palasi	Education Support Employee
Jason Foye	Business/Community
Nicole Sanabria	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

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.

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.

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

School Improvement Funds were used for professional development stipends for summer conferences. Members of the Leadership Team attended the Marzano Conference. The amount towards the professional development was approximately \$2,000.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Charlton, William	Principal
Turner, Tami	Assistant Principal
Burger, Marilyn	Instructional Coach
Ragley, Margaret	Instructional Coach
Greifenstein, Virginia	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

Teachers are grouped together by grade level to form Professional Learning Communities. Teachers have common planning time that is used to focus on data analysis and best practices regarding instruction. Time is dedicated each week to common planning where teachers are encouraged to plan together with their team 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.

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 lead by school instructional coaches covering school procedures, the school wide 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- Tami Turner

CRT- Marilyn Burger

Reading Coach- Margaret Ragley

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

Beginning teachers are paired with veteran teachers on the same grade level 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 will be monthly meetings for new teachers that are conducted by the CRT to ensure beginning teachers are progressing

and are equipped with what they need in order to be successful. The monthly meetings focus on planning, teacher observations, school initiatives and procedures and professional development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 MTP's 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 each one 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.

Instructional Strategies

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

State, district and school data is analyzed on a regular basis to ensure all students are continually progressing academically. Every student receives Tier I instruction and students who have been identified through data analysis 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 and 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.

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: 2,160

During the before school tutoring program students are working on math basic facts. Students identified through a beginning of the year math assessment as not having automaticity with grade appropriate math facts are selected to participate in this program. They spend thirty minutes twice a week practicing basic facts using an engaging math computer based program.

Strategy Rationale

Students who struggle with their basic math facts have difficulty solving multi-step math problems and problems that require the application of basic facts. In providing time and practice in mastering these skills, students will be better equipped when solving more rigorous math equations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burger, Marilyn, marilyn.burger@ocps.net

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

The computer based program sets individual goals for each user and the goals are monitored by the program teacher and CRT to ensure students are progressing toward proficiency and moving through each level. If the weekly data shows that a student is struggling with a certain level or skill, they are then pulled into a small group by the program teacher.

Strategy: After School Program

Minutes added to school year: 2,400

Students who are identified through data analysis as struggling with specific standards and or below grade level in reading 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 deficiency.

Strategy Rationale

Students who struggle in reading often have gaps in their understanding of foundational reading 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

Burger, Marilyn, marilyn.burger@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 reading instruction. Instruction will be modified based on student assessment data.

Strategy: Summer Program

Minutes added to school year: 5,940

Students in grades K-3 who are identified as performing in the lowest 25% are offered summer school to extend their learning. Summer school is offered four days and week for a total of 18 days. Students will work on strengthening reading skills using After the Bell, Build Up Phonics, Elements of Reading, Reading A-Z, Raz-Kids and myON Reader.

Strategy Rationale

Students who struggle with reading need extra time and support in order to increase their proficiency. Summer School provides the time, small group setting and targeted materials needed to increase the levels of achievement. Time spent on direct reading instruction during the summer also prevents students who struggle from losing what they were taught during the year and enables them to start the next school year closer to grade level performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turner, Tami, tami.turner@ocps.net

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

Data is collected by the classroom teacher and analyzed on a regular basis to determine which skills students have mastered and where students are struggling. This information is used to drive teacher instruction to meet the needs of all students.

Student Transition and Readiness

PreK-12 Transition

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

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

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.

Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

College and Career Readiness

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

In order to promote college and career awareness, community partners established through the Partner's 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 also have school spirit days where students are encouraged to wear their favorite college shirts to school to increase college and career awareness.

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.

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 after school tutoring/enrichment programs. This allows exposure with various career and technical opportunities available within the STEM fields.

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. 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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support.

- G2.** Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

Strategic Goals Detail

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

G1. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. 1a

G039254

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0
FSA - Mathematics - Proficiency Rate	45.0

Resources Available to Support the Goal 2

- Minority Achievement Office for building capacity with our MTSS coach and teachers.
- IStation, Voyagers, After the Bell and IReady and Soar to Success for intervention materials used to increase student achievement in the area of reading and math.

Targeted Barriers to Achieving the Goal 3

- Teachers not being able to effectively analyze data to identify students that are struggling and then utilize the proper materials to intervene.

Plan to Monitor Progress Toward G1. 8

District Benchmark assessments and school assessments will be used to monitor progress toward meeting the goal.

Person Responsible

Tami Turner

Schedule

Quarterly, from 10/31/2014 to 6/1/2015

Evidence of Completion

Positive trends in assessment data will provide evidence of progress toward meeting the goal.

G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. 1a

G039253

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0
FSA - Mathematics - Proficiency Rate	45.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- IMS MTP'S and deconstructed standards, test item specs, Florida State Standards, Coaching led planning sessions, regularly scheduled and targeted professional development driven by student achievement data and teacher observational data, Performance Matters

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of understanding and skill in planning and implementing rigorous standards-based instruction.

Plan to Monitor Progress Toward G2. 8

PLC notes, observation data and feedback, and lesson plans will be used to monitor progress toward the goal of increased student achievement through the use of rigorous standards-based instruction in all classrooms.

Person Responsible

William Charlton

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

PLC notes, observation data and feedback, and lesson plans will be analyzed to determine if progress is being made toward the goal.

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. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support. **1**

 G039254

G1.B2 Teachers not being able to effectively analyze data to identify students that are struggling and then utilize the proper materials to intervene. **2**

 B094438

G1.B2.S1 Teachers will participate in Professional Development on data analysis using Performance Matters. **4**

 S105507

Strategy Rationale

If teachers are more aware of how to efficiently access data and analyze it, they are able to identify students who are struggling and identify specific deficiencies.

Action Step 1 **5**

Teachers will participate in Professional Development on data analysis using Performance Matters.

Person Responsible

Tami Turner

Schedule

On 9/30/2014

Evidence of Completion

Sign in sheets will be collected to track attendance for the PD.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meeting notes and grade level/class data will be reviewed and compared to intervention lists in order to ensure students who are struggling are getting the necessary support.

Person Responsible

Tami Turner

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Members of the Leadership Team will take notes as they observe their grade level PLC meetings to ensure data from Performance Matters is being used effectively. These notes will be discussed and reviewed at Leadership meetings to ensure data is being analyzed properly and students are placed in appropriate intervention groups.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Members of the Leadership Team will review intervention group lists periodically to monitor student progress.

Person Responsible

Tami Turner


Schedule

Biweekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Intervention lists will provide evidence of effectiveness as students should be moving to higher groups due to effectiveness of the data analysis and provided intervention.

G1.B2.S2 Teachers will be trained on available intervention materials and how to use them effectively to target specific reading deficiencies. 4

 S105511

Strategy Rationale

When teachers are familiar with the available programs used for intervention they are able to select the most appropriate materials to help children progress towards grade level performance.

Action Step 1 5

Teachers will be trained on available intervention materials and how to use them effectively to target specific deficiencies.

Person Responsible

Margaret Ragley

Schedule

Quarterly, from 8/13/2014 to 6/1/2015

Evidence of Completion

Sign in sheets, agendas and power point presentations will be collected as evidence of PD completion.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Observations and walk throughs by the Leadership Team during intervention time and PLC meetings will be used as a way to monitor and support the fidelity of implementation.

Person Responsible

Margaret Ragley

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Intervention data and PLC notes will be reviewed by the Leadership Team to ensure reports and intervention materials are being utilized correctly.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Observation data along with student assessment data will be collected and analyzed to determine effectiveness of PD on intervention materials and to identify teachers that need additional training.

Person Responsible

Margaret Ragley

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

PLC and Leadership notes will be collected to monitor for effectiveness of the intervention PD.


G2. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms. 1

 G039253

G2.B1 Teachers' lack of understanding and skill in planning and implementing rigorous standards-based instruction. 2

 B094559

G2.B1.S1 Implement effective common planning on all teams. 4

 S105576

Strategy Rationale

Providing guidance on how to use common planning time effectively would provide the necessary focus on standards based instruction and rigor through Design questions 3 and 4.

Action Step 1 5

During common planning sessions coaches will facilitate effective instructional planning by building teacher understanding and skill regarding instruction driven by standards and an increase of use of Marzano's Design Questions 3 and 4.

Person Responsible

William Charlton

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Lesson plans and improved instructional practice will provide evidence of completion.

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

Observation data with documented feedback along with lesson plan checks will support the fidelity of implementation.

Person Responsible

Tami Turner

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Lesson plans containing appropriate and increased use of Webb's DOK thinking levels, intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walkthroughs and observations.

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

Observation data and feedback will be used to identify teachers who need further support via the coaching cycle, lesson plans will be reviewed to ensure strategies from common planning are included.

Person Responsible

William Charlton

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Leadership meeting notes regarding grade level PLC's, teacher observation data and follow up action steps will be used as evidence of effective implementation.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will participate in Professional Development on data analysis using Performance Matters.	Turner, Tami	9/2/2014	Sign in sheets will be collected to track attendance for the PD.	9/30/2014 one-time
G2.B1.S1.A1	During common planning sessions coaches will facilitate effective instructional planning by building teacher understanding and skill regarding instruction driven by standards and an increase of use of Marzano's Design Questions 3 and 4.	Charlton, William	9/8/2014	Lesson plans and improved instructional practice will provide evidence of completion.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	Teachers will be trained on available intervention materials and how to use them effectively to target specific deficiencies.	Ragley, Margaret	8/13/2014	Sign in sheets, agendas and power point presentations will be collected as evidence of PD completion.	6/1/2015 quarterly
G1.MA1	District Benchmark assessments and school assessments will be used to monitor progress toward meeting the goal.	Turner, Tami	10/31/2014	Positive trends in assessment data will provide evidence of progress toward meeting the goal.	6/1/2015 quarterly
G1.B2.S1.MA1	Members of the Leadership Team will review intervention group lists periodically to monitor student progress.	Turner, Tami	9/8/2014	Intervention lists will provide evidence of effectiveness as students should be moving to higher groups due to effectiveness of the data analysis and provided intervention.	6/1/2015 biweekly
G1.B2.S1.MA1	Meeting notes and grade level/class data will be reviewed and compared to intervention lists in order to ensure students who are struggling are getting the necessary support.	Turner, Tami	9/8/2014	Members of the Leadership Team will take notes as they observe their grade level PLC meetings to ensure data from Performance Matters is being used effectively. These notes will be discussed and reviewed at Leadership meetings to ensure data is being analyzed properly and students are placed in appropriate intervention groups.	6/1/2015 monthly
G1.B2.S2.MA1	Observation data along with student assessment data will be collected and analyzed to determine effectiveness of PD on intervention materials and to identify teachers that need additional training.	Ragley, Margaret	9/8/2014	PLC and Leadership notes will be collected to monitor for effectiveness of the intervention PD.	6/1/2015 monthly
G1.B2.S2.MA1	Observations and walk throughs by the Leadership Team during intervention time and PLC meetings will be used as a way to monitor and support the fidelity of implementation.	Ragley, Margaret	9/8/2014	Intervention data and PLC notes will be reviewed by the Leadership Team to ensure reports and intervention materials are being utilized correctly.	6/1/2015 weekly
G2.MA1	PLC notes, observation data and feedback, and lesson plans will be used to monitor progress toward the goal of increased student achievement through the use of rigorous standards-based instruction in all classrooms.	Charlton, William	9/8/2014	PLC notes, observation data and feedback, and lesson plans will be analyzed to determine if progress is being made toward the goal.	6/1/2015 weekly
G2.B1.S1.MA1	Observation data and feedback will be used to identify teachers who need further support via the coaching cycle, lesson plans will be reviewed to ensure strategies from common planning are included.	Charlton, William	9/8/2014	Leadership meeting notes regarding grade level PLC's, teacher observation data and follow up action steps will be used as evidence of effective implementation.	6/1/2015 weekly
G2.B1.S1.MA1	IObservation data with documented feedback along with lesson plan checks will support the fidelity of implementation.	Turner, Tami	9/8/2014	Lesson plans containing appropriate and increased use of Webb's DOK thinking levels, intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walkthroughs and observations.	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase by implementation of a more effective MTSS process which focuses on data driven intervention support.

G1.B2 Teachers not being able to effectively analyze data to identify students that are struggling and then utilize the proper materials to intervene.

G1.B2.S1 Teachers will participate in Professional Development on data analysis using Performance Matters.

PD Opportunity 1

Teachers will participate in Professional Development on data analysis using Performance Matters.

Facilitator

District Support

Participants

Instructional Staff

Schedule

On 9/30/2014

G1.B2.S2 Teachers will be trained on available intervention materials and how to use them effectively to target specific reading deficiencies.

PD Opportunity 1

Teachers will be trained on available intervention materials and how to use them effectively to target specific deficiencies.

Facilitator

Gretchen Tirado, District Math representatives and the school Leadership Team

Participants

Instructional Staff members

Schedule

Quarterly, from 8/13/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0