Orange County Public Schools

Riverdale Elementary

2015-16 School Improvement Plan

Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

www.ocps.net/lc/east/erv

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	A

Preliminary 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.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 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 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 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 discipline arises in order to minimize distractions and loss of instructional time. School wide rules are established and reviewed in each class throughout the school year. The Code of Conduct is reviewed school wide within the first week of each quarter as well. 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 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. A new mentoring program will be established this year to better serve students with additional needs and to provide support for them on a consistent basis throughout the school year.

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	30	22	23	25	10	17	127
One or more suspensions	2	1	1	5	4	7	20
Course failure in ELA or Math	21	34	41	30	21	42	189
Level 1 on statewide assessment	0	0	0	0	0	0	

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	
Students exhibiting two or more indicators	9	10	13	8	2	6	48

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:

Name	Title
Charlton, William	Principal
Turner, Tami	Assistant Principal
Ragley, Margaret	Instructional Coach
King, Mary	Guidance Counselor
Martinez, Lauren	Dean
Mealey, Amber	Instructional Coach
Greifenstein, Virginia	Instructional Media
Moberg, Stacey	Other

Duties

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

William Charlton (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, 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 Leadership team for collaboration.

Tami Turner (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, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, participates in MTSS meetings and provides follow-up to ensure student success and meets as a member of the Leadership team for collaboration.

Stacey Moberg (Staffing Specialist/CCT): 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, 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, 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 area of math, 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.

Meg King (Guidance Counselor): Provides support for healthy emotional and social development strategies and programs, assists with the needs of ELL 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 program and assists with Positive Behavior Support and school wide 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.

Lauren Martinez (Dean): Provides guidance with Positive Behavior Support, assists with schoolwide recognition efforts, assists in data analysis, provides professional development and technical assistance to teachers in regards to school expectations, discipline and safety, 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, 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.

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 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 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, 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 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 Staffing Specialist/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 grant funded 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 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:

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

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 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.

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 conferences during the school year that addressed Science and Reading. Members of the Leadership Team also attended the Marzano Conference in the summer. Teachers were also given stipends for summer work on writing teams that addressed literacy, writing, school wide behavior and lesson planning. The amount towards the professional development was approximately $27,000.

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:

Name	Title
Charlton, William	Principal
Turner, Tami	Assistant Principal
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 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 where 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.

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 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
Math Coach- Amber Mealey
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 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.

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 MTPs 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 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 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. As the year progresses, the group of students that are invited may change to accommodate the varying levels of student proficiency. Students spend thirty minutes twice a week practicing basic facts.

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
Mealey, Amber, amber.mealey@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 Math Coach 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
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 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 a week for a total of 18 days. Students work on strengthening reading skills using After the Bell, Build Up Phonics, Elements of Reading, Reading A-Z and I-Station.

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.

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.

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 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 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 in after school tutoring/ enrichment programs. 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.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

Riverdale is not using the results of the 2014-2015 statewide Florida Standards Assessments because they will not be released until a validity study has been conducted to determine their appropriate use therefore previous years' FCAT data was used for this section. 50% of Riverdale students show proficiency in reading, 51% in math, 65% in writing and 39% in science on statewide assessments. Riverdale has 70% of students showing overall learning gains in reading and 84% showing learning gains in the bottom quartile. 50% of Riverdale students made learning gains in math while 39% of students in the bottom quartile made learning gains in math on statewide assessments.

According to the data, reading proficiency at Riverdale has steadily decreased since the 2011-2012 school year. Reading proficiency was at 60% and has decreased by 10% for the 2013-2014 school year. Reading overall learning gains increased from the previous year and although learning gains in the bottom quartile fluctuate, they increased by 23% using the most recent data. Math has a downward trend over the past three years decreasing from 60% proficiency to 51% proficiency. Overall learning gains and learning gains in the bottom quartile for math are also steadily decreasing. Science scores fluctuate with the latest scores showing 39% proficiency. Writing scores have remained consistent with one difference being the amount of proficient students in writing increased while the amount of above proficiency students has shown a slight decrease.

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.

The specific needs of students are not being met through the MTSS process and instructional staff do not have a deep understanding of the effective use of high yield instructional strategies to increase student achievement.

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 the use of collaborative planning which will lead to an increase in student achievement. (Division Priority: Invest in human capital)

G2.   Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement. (Division Priority: Accelerate student achievement)

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. Increase the use of collaborative planning which will lead to an increase in student achievement. (Division Priority: Invest in human capital) `1a`

G072595

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	39.0
FSA Mathematics - Achievement	38.0
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal `2`

- Marzano Instructional Framework
- Instructional coaches
- District Measurement Topic Plans and Scope and Sequences

Targeted Barriers to Achieving the Goal `3`

- Lack of experience in collaborative planning to create common assessments and units of instruction that align to the standards

Plan to Monitor Progress Toward G1. `8`

Quarterly school assessment data will be used to monitor progress toward meeting the goal.

Person Responsible
Tami Turner

Schedule
Quarterly, from 9/4/2015 to 6/3/2016

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

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement. (Division Priority: Accelerate student achievement) `1a`

🔍 G072596

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	39.0
FSA Mathematics - Achievement	38.0
FCAT 2.0 Science Proficiency	32.0

Resources Available to Support the Goal `2`

- Professional Development on deconstructing standards

- Marzano's depth of knowledge visual

- Coaching led planning sessions with administration involvement

- Regularly scheduled and targeted professional development driven by student achievement data and teacher observational data

- Marzano Framework

Targeted Barriers to Achieving the Goal `3`

- Lack of resources and modeling examples of deeper instruction

Plan to Monitor Progress Toward G2. `8`

Iobservation data and feedback as well as lesson plans will be used to monitor progress toward the goal which is that teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement.

Person Responsible
William Charlton

Schedule
Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion
Iobservation data and feedback and lesson plan check forms will be collected to demonstrate that the goal is being monitored and to determine if progress is being made.

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 the use of collaborative planning which will lead to an increase in student achievement. (Division Priority: Invest in human capital) 1

🔑 G072595

G1.B1 Lack of experience in collaborative planning to create common assessments and units of instruction that align to the standards 2

🔑 B189418

G1.B1.S2 Instructional coaches will participate in team planning sessions to provide guidance on the creation of common assessments and alignment of units of instruction to the standards. 4

🔑 S200741

Strategy Rationale

If the planning process is modeled for the teachers, they will be able to address the standards and plan effectively.

Action Step 1 5

Instructional coaches will attend professional development on creating common assessments.

Person Responsible

Amber Mealey

Schedule

On 9/4/2015

Evidence of Completion

Agenda from Common Assessment Training

Action Step 2 5

Instructional coaches will share knowledge gained at common assessment training with teams during regularly scheduled planning sessions.

Person Responsible

Amber Mealey

Schedule

On 9/8/2015

Evidence of Completion

Notes from grade-level planning sessions will be used as evidence to demonstrate completion of the activity.

Action Step 3 5

Instructional coaches will work with grade-level teams to create common assessments that align with the district MTPs/state standards and that take into account the required depth of knowledge and allowable item types as specified by the item specifications (when applicable).

Person Responsible

Amber Mealey

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Common Assessments

Action Step 4 5

Instructional coaches will work with grade-level teams to plan units of instruction that align with the district Measurement Topic Plans and incorporate the Marzano categories of instructional strategies.

Person Responsible

Margaret Ragley

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Unit Plans

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

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

Person Responsible

William Charlton

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

PLC Unit/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 G1.B1.S2 `7`

Common Assessment data will be reviewed during PLC meetings to determine if collaborative planning is effectively producing units aligned to the standards.

Person Responsible

William Charlton

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

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

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement. (Division Priority: Accelerate student achievement) 1

🔍 G072596

G2.B1 Lack of resources and modeling examples of deeper instruction 2

🔍 B189422

G2.B1.S1 Have district, school coaches and administration provide actionable feedback on lesson plans and instruction as well as model how to implement lessons that address the intent of the standards through the PLC process. 4

🔍 S200742

Strategy Rationale

If the planning process and instructional strategies are modeled for the teachers (including deconstructing standards, addressing depth of knowledge, using test item specifications and monitoring for understanding) they will be able to address the standards and plan effectively. Also, If lessons are modeled for teachers they will have the opportunity to see effective strategies that are used when providing instruction that addresses the standards.

Action Step 1 5

Actionable feedback will be given to teachers on a regular basis regarding instruction and lesson plans that address the standards.

Person Responsible

Tami Turner

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

IObservation data and lesson plan check forms will be used to demonstrate completion of the activity.

Action Step 2 `5`

District and school coaches will model lessons in the classrooms that fully address the intent of the standards. Then, teachers along with coaches, will use the PLC process to reflect on what was observed and how that can be applied in their classrooms.

Person Responsible

Margaret Ragley

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

PLC Meeting notes will be collected as evidence of completion of this activity.

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

Lesson plans will be checked every week and feedback will be provided using a lesson plan check form. Observations with actionable feedback will be conducted every three weeks by coaches and administration using the effective educators website.

Person Responsible

Tami Turner

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

The weekly lesson plan check forms and data from IObservation will be collected to demonstrate the action plan for the strategy was monitored and implemented with fidelity.

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

Time for collaboration and reflection will be provided through PLCs and a PLC meeting template will be used to record thoughts and ideas. These reflection logs will be used to monitor the effectiveness at reducing the barrier.

Person Responsible

William Charlton

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

PLC meeting notes will be collected to demonstrate that the action plan was monitored and implemented effectively.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Instructional coaches will attend professional development on creating common assessments.	Mealey, Amber	9/4/2015	Agenda from Common Assessment Training	9/4/2015 one-time
G2.B1.S1.A1	Actionable feedback will be given to teachers on a regular basis regarding instruction and lesson plans that address the standards.	Turner, Tami	9/8/2015	IObservation data and lesson plan check forms will be used to demonstrate completion of the activity.	6/3/2016 every-3-weeks
G1.B1.S2.A2	Instructional coaches will share knowledge gained at common assessment training with teams during regularly scheduled planning sessions.	Mealey, Amber	9/8/2015	Notes from grade-level planning sessions will be used as evidence to demonstrate completion of the activity.	9/8/2015 one-time
G2.B1.S1.A2	District and school coaches will model lessons in the classrooms that fully address the intent of the standards. Then, teachers along with coaches, will use the PLC process to reflect on what was observed and how that can be applied in their classrooms.	Ragley, Margaret	9/14/2015	PLC Meeting notes will be collected as evidence of completion of this activity.	5/27/2016 monthly
G1.B1.S2.A3	Instructional coaches will work with grade-level teams to create common assessments that align with the district MTPs/state standards and that take into account the required depth of knowledge and allowable item types as specified by the item specifications (when applicable).	Mealey, Amber	8/31/2015	Common Assessments	5/30/2016 weekly
G1.B1.S2.A4	Instructional coaches will work with grade-level teams to plan units of instruction that align with the district Measurement Topic Plans and incorporate the Marzano categories of instructional strategies.	Ragley, Margaret	8/31/2015	Unit Plans	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Quarterly school assessment data will be used to monitor progress toward meeting the goal.	Turner, Tami	9/4/2015	Positive trends in assessment data will provide evidence of progress toward meeting the goal.	6/3/2016 quarterly
G1.B1.S2.MA1	Common Assessment data will be reviewed during PLC meetings to determine if collaborative planning is effectively producing units aligned to the standards.	Charlton, William	9/24/2015	PLC Data Meeting Notes will be used as evidence to demonstrate this strategy was monitored and effectively implemented.	5/26/2016 weekly
G1.B1.S2.MA1	Review of PLC Unit/Lesson Planning notes from grade-level/instructional coach planning sessions will occur.	Charlton, William	8/31/2015	PLC Unit/Lesson Planning Notes will be used as evidence to demonstrate this strategy was monitored and implemented with fidelity.	5/30/2016 biweekly
G2.MA1	Iobservation data and feedback as well as lesson plans will be used to monitor progress toward the goal which is that teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement.	Charlton, William	9/8/2015	Iobservation data and feedback and lesson plan check forms will be collected to demonstrate that the goal is being monitored and to determine if progress is being made.	6/3/2016 weekly
G2.B1.S1.MA1	Time for collaboration and reflection will be provided through PLCs and a PLC meeting template will be used to record thoughts and ideas. These reflection logs will be used to monitor the effectiveness at reducing the barrier.	Charlton, William	9/8/2015	PLC meeting notes will be collected to demonstrate that the action plan was monitored and implemented effectively.	5/27/2016 weekly
G2.B1.S1.MA1	Lesson plans will be checked every week and feedback will be provided using a lesson plan check form. Observations with actionable feedback will be conducted every three weeks by coaches and administration using the effective educators website.	Turner, Tami	9/8/2015	The weekly lesson plan check forms and data from IObservation will be collected to demonstrate the action plan for the strategy was monitored and implemented with fidelity.	6/3/2016 every-3-weeks

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. Increase the use of collaborative planning which will lead to an increase in student achievement. (Division Priority: Invest in human capital)

G1.B1 Lack of experience in collaborative planning to create common assessments and units of instruction that align to the standards

G1.B1.S2 Instructional coaches will participate in team planning sessions to provide guidance on the creation of common assessments and alignment of units of instruction to the standards.

PD Opportunity 1

Instructional coaches will attend professional development on creating common assessments.

Facilitator

Cassie Erkens

Participants

Margaret Ragley, Amber Mealey

Schedule

On 9/4/2015

PD Opportunity 2

Instructional coaches will share knowledge gained at common assessment training with teams during regularly scheduled planning sessions.

Facilitator

Amber Mealey, Margaret Ragley

Participants

Instructional Staff

Schedule

On 9/8/2015

PD Opportunity 3

Instructional coaches will work with grade-level teams to create common assessments that align with the district MTPs/state standards and that take into account the required depth of knowledge and allowable item types as specified by the item specifications (when applicable).

Facilitator

Amber Mealey, Margaret Ragley

Participants

Instructional Staff

Schedule

Weekly, from 8/31/2015 to 5/30/2016

PD Opportunity 4

Instructional coaches will work with grade-level teams to plan units of instruction that align with the district Measurement Topic Plans and incorporate the Marzano categories of instructional strategies.

Facilitator

Amber Mealey, Margaret Ragley

Participants

Instructional Staff

Schedule

Weekly, from 8/31/2015 to 5/30/2016

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement. (Division Priority: Accelerate student achievement)

G2.B1 Lack of resources and modeling examples of deeper instruction

G2.B1.S1 Have district, school coaches and administration provide actionable feedback on lesson plans and instruction as well as model how to implement lessons that address the intent of the standards through the PLC process.

PD Opportunity 1

District and school coaches will model lessons in the classrooms that fully address the intent of the standards. Then, teachers along with coaches, will use the PLC process to reflect on what was observed and how that can be applied in their classrooms.

Facilitator

Margaret Ragley, Amber Mealey

Participants

Instructional Staff

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Technical Assistance Items

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

G2. Teachers and administration will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of grade level Florida standards thus causing an increase in student achievement. (Division Priority: Accelerate student achievement)

G2.B1 Lack of resources and modeling examples of deeper instruction

G2.B1.S1 Have district, school coaches and administration provide actionable feedback on lesson plans and instruction as well as model how to implement lessons that address the intent of the standards through the PLC process.

PD Opportunity 1

Actionable feedback will be given to teachers on a regular basis regarding instruction and lesson plans that address the standards.

Facilitator

William Charlton, Tami Turner

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S2.A1	Instructional coaches will attend professional development on creating common assessments.				$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0261 - Riverdale Elementary	General Fund		$350.00
			Notes: 1 Day of training			
2	G1.B1.S2.A2	Instructional coaches will share knowledge gained at common assessment training with teams during regularly scheduled planning sessions.				$15,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0261 - Riverdale Elementary	General Fund		$15,680.00
			Notes: Average salary of coach providing common assessment training. PLC's 2 times per week. 2 coaches. Spans multiple strategies.			

Budget Data

3	G1.B1.S2.A3	Instructional coaches will work with grade-level teams to create common assessments that align with the district MTPs/state standards and that take into account the required depth of knowledge and allowable item types as specified by the item specifications (when applicable).				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Riverdale Elementary			$0.00
			Notes: Average salary of coaches working with teams. Salary covered in a different strategy.			
4	G1.B1.S2.A4	Instructional coaches will work with grade-level teams to plan units of instruction that align with the district Measurement Topic Plans and incorporate the Marzano categories of instructional strategies.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Riverdale Elementary			$0.00
			Notes: Average salary of coach working with teams. Salaries covered in a different strategy.			
5	G2.B1.S1.A1	Actionable feedback will be given to teachers on a regular basis regarding instruction and lesson plans that address the standards.				$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Riverdale Elementary	General Fund		$150.00
			Notes: Test Item Specs for each 3-5 teacher. Lesson plan check form PLC Meeting Template			
6	G2.B1.S1.A2	District and school coaches will model lessons in the classrooms that fully address the intent of the standards. Then, teachers along with coaches, will use the PLC process to reflect on what was observed and how that can be applied in their classrooms.				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Riverdale Elementary	General Fund		$7,000.00
			Notes: Average salary of a coach to provide model lessons.			
					Total:	$23,180.00