

Miami-Dade County Public Schools

Riverside Elementary School



2016-17 Schoolwide Improvement Plan

Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

<http://riversideelementary.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Riverside Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The dedicated educators and staff of Riverside Elementary Community School work cooperatively with our parents, community, and each other to develop independent student leaders through a variety of academic strategies and social activities that empower our students to be owners of their future.

b. Provide the school's vision statement.

The vision of the Riverside Elementary Community School family is to help children achieve academically and socially, guiding them to become respectful, responsible and educated members of society.

2. School Environment

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

The school staff and administrative team engages into discussions with the stakeholders to become familiar with the students' cultures. The primary stakeholder to provide information about students' cultures is the family. The administrative team and staff ensures to organize meetings such open house, 2nd cup of Coffee, and parent-teacher conferences. The teachers also create and implement beginning-of-the-year activities such as interest inventories and "All About Me" to get to know students' cultures, what they enjoy, and to build a relationship between teacher/student and peer social interaction. The staff and administrative team uses the information acquired and/or observations from these events to create and implement professional development for the staff related to culture sensitivity, communication, and ways to engage parents to become active partners in their child's education.

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

Riverside Elementary is taking part in the district-wide initiative entitled Values Matter. Students engage in lessons to promote citizenship, cooperation, fairness, honesty, integrity, kindness, respect, responsibility, and the pursuit of excellence. In addition, the staff of Riverside Elementary has established and maintained an environment where students are constantly monitored to ensure misbehavior incidents are reduced or eliminated. Teachers and staff constantly ensure that students are supervised at all times including before, during and while taking part in after school activities or tutoring.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

A Discipline Committee composed of various stakeholders that include parents, students, teachers, counselors, and administrators has been established. This committee has discussed and identified the pattern of behaviors exhibited by students. The members of the committee are in the process of

creating a plan to implement strategies to lessen or eliminate misconduct and to acknowledge those students who are making progress or those who exhibit outstanding conduct.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The administrative team, teachers, and counselors have identify students who need services such as grief counseling, bullying support, and also those who have other family matters happening in their lives. The counselors have created a calendar of activities to conduct classroom presentations and group counseling on a weekly basis and as needed. In addition, teachers speak to counselors and/or administrators on a need-basis to address students' emotional needs in a timely manner.

3. Early Warning Systems

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

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

The Early Warning System data demonstrate that 101 students in kindergarten to grade five were absent, whether absence is excused or a result of out-of-school suspension. This indicates their attendance stands at below 90 percent for the school year. Furthermore, the Dashboard data provided to Tier Three Schools indicates that 14% of the student population was absent 11 to 15 days the previous school year; 18% of the student population was absent 16 to 30 days; and five percent of the student population was absent 31 or more days the previous school year.

Although there were students who demonstrated deficient attendance, there were no indoor or outdoor suspensions during the school year.

Also, The Early Warning System demonstrated there were 215 students in kindergarten to grade five who failed a course in English Language Arts or Mathematics. The itemized quantity include 5 students in kindergarten; 22 students in grade one; 32 students in grade two; 43 students in grade three; 56 students in grade four; and 57 students in grade five.

Furthermore, during the 2016-2017 school year, the Early Warning System data demonstrated that 444 students in kindergarten to grade five scored a level one and two on the statewide assessment. Additionally, the itemized quantity include 5 students in kindergarten; 19 students in grade one; 91 students in grade two; 34 students in grade three; 146 students in grade four; and 149 students in grade five.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	14	31	12	17	23	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	22	32	43	56	57	0	0	0	0	0	0	0	215
Level 1 on statewide assessment	5	19	91	34	146	149	0	0	0	0	0	0	0	444

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	16	47	42	108	118	0	0	0	0	0	0	0	336

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

Students identified as needing additional intervention are invited to participate in Saturday School, before school and after school tutoring. These students are identified by examining the school data reports for reading and mathematics from the Florida Standards Assessment and District-funded web-based i-Ready program. Riverside Elementary will provide intensive instruction on the Florida Standards for reading, mathematics, science, and writing for students in grades three to five. Saturday School will be offered to students in the Lowest 35% in Reading utilizing District provided materials and Mathematics utilizing the Acaletics mathematics program. The before school tutoring will focus on curriculum skills utilizing the District-funded web-based i-Ready program and the after school tutoring is an extension of the classroom standards curriculum utilizing the Florida Ready materials. An attendance log for each of the school tutoring program will assist the leadership team to become familiar with the amount of students who attend these instructional sessions. If students demonstrate an absence from any of the sessions, the assistant principal calls parents to ensure students attend on a consistent basis.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315102>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The administrative team and staff of Riverside Elementary ensures that partnerships are created and sustained with the local community. These partnerships include partnering with faith-based organizations, such as San Juan Bosco Catholic Church, that provides after school tutoring through an after school tutoring program. Another agency that provides after-school services to our student population includes Abriendo Puertas (Opening Doors) and the Jose Marti Park After-School Program.

Riverside Elementary Community School has formed a partnership with the Miami Heat Basketball Team to provide after-school tutoring. The Heat Academy is offered to students in grades three through five to provide additional learning opportunities and strategies in the areas of mathematics, reading, science, and writing.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Paramore Respress, Erica	Principal
Navarro, Anna	Assistant Principal
Vecino, Lana	Assistant Principal
Morales-Rojas, Mayelin	Instructional Coach
Picon, Lizy	Teacher, K-12
DePeralta, Gloria	Instructional Coach
Izquierdo, Marisol	Instructional Coach

b. Duties

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

Erica Paramore-Respress, Ed.D. – Principal

Anna Maria Navarro – Assistant Principal

Lana Marie Vecino – Assistant Principal

Mayelin Morales-Rojas – Instructional Reading Coach, Grades K-2

Marisol Izquierdo - Instructional Reading Coach, Grades 3 to 5

Gloria De Peralta-Rojas - Instructional Mathematics Coach, Grades 3-5

Lizy Picon - ESOL Chairperson, Grades K-5

The principal and assistant principals will allocate the appropriate resources and monitor the instructional delivery utilizing the Florida Standards with fidelity. In addition, the administration has designated Mondays and Tuesdays as collaborative planning days for each grade level. Teachers plan with the assistance and support from the mathematics and reading coaches and assistant principals. In addition, twice a month the District Curriculum Support Specialist (CSS) engage in these planning sessions. Furthermore, teachers engage in professional development or Professional Learning Communities (PLCs) every Wednesday after dismissal. These opportunities allow for discussions with the teachers to assist in planning, clarifying generalizations, and listening to ideas from the instructional staff.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership aligns resources to provide different levels of support to the instructional staff in order to meet the needs of all students and maximize desired student outcomes. The first level of support is the explicit instruction, methodologies, and practices designed for all students in the general curriculum. The second level of support consists of supplemental programs and interventions provided in addition to and in alignment with the Florida Standards and rigorous instruction to support groups of targeted students who need additional assistance academically and/or behaviorally. The

third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective instruction, supplemental instruction programs, and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. Procedures have been created to plan, monitor, and revise instruction and intervention.

Title I - Part A

Riverside Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities that include after-school tutoring and Saturday Academy tutoring. The school also offers a Voluntary Pre-Kindergarten (VPK) program in which parents may enroll their four year old children residing in Florida in Pre-Kindergarten for free. This program, provided by the state, is designed to prepare four year olds for kindergarten and build the foundation for their educational success. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I – Part C

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I – Part D

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

Title III

Riverside Elementary Community School will use provided services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

Title X – Homeless

Riverside Elementary Community School will use provided services through the district for Homeless Students.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Riverside Elementary Community School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

- 1) Riverside Elementary Community School adheres to and implements the nutrition requirements and stated in the District's Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Health Connect in Our Schools

The Riverside Elementary Community School Health Connect Clinic also allows students to receive

immediate medical attention during school hours.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS promotes Florida KidCare for families of uninsured children.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lizy Picon	Teacher
Elizabeth Martinez	Teacher
Lula Roberts	Education Support Employee
Jeanette Heguy	Parent
Erica Paramore-Respress	Principal
Maria Montealegre	Teacher
Joseph Gebara	Business/Community
Brenda Lanuza	Parent
Michael Gutierrez	Student
Karen Rivera	Education Support Employee
Elda Guerrero	Teacher
Meghan Formel	Teacher
Alicia Aguila	Teacher
Deymili Rivas	Parent
Consuelo Espinosa	Parent
Mirian Olortegui	Parent
Jepsenia Colon	Parent
Glenda Rivas	Parent
Michael Osorio	Student
James Brown	Business/Community
Leon Bichachi	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The various stakeholders met at the beginning of the school year to evaluate last year's school improvement plan. A copy of the plan along with the school's action plan was provided. The chair, along with the administrative team and instructional coaches, detailed the parts of the action plan that were successfully the previous year as well as the areas that need improvement. The administrative team also provided information on the findings of the first Instructional Review (IR) that took place in early-September. As a group, the council analyzed the common trends in the data as well as analyzed similar barriers. The members of the council discussed the following: 1) What was successful and why? 2) What are the barriers that the data demonstrated and why?; and 3) Identify the areas that need improvement and brainstormed ways to meet the learning needs of all students as well increase student achievement.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) provides valuable input in the development of the goals of each of the categories of the School Improvement Plan (SIP). The SAC examines data trends, provides suggestions of instructional practices, and monitors student learning and achievement through the implementation of the School Improvement Plan (SIP).

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

The EESAC at Riverside Elementary Community School meets on a monthly basis to discuss the school budget and how funds can be maximized to help improve the overall performance of the school. In addition, the EESAC funds are also allocated on a yearly basis and the committee discusses how these funds will be utilized for student incentives and recognition. The EESAC Committee votes and approves the use of these funds.

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

Tentatively, and until approval of a final amount is decided, the use of EESAC funds will include student incentives. These funds will be utilized to recognize the students' performance on assessments, improvement recognition, and incentives for perfect attendance and good citizenship. The ESSAC will also allocate an amount to be determined for instructional resources that include consumable supplemental instructional materials in reading, mathematics, science, and writing.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Lopez, Michelle	Teacher, K-12
Lopez, Ofelia	Teacher, K-12
Martinez, Yanielys	Teacher, K-12
Morales-Rojas, Mayelin	Instructional Coach
Navarro, Anna	Assistant Principal
Padron, Marisol	Teacher, K-12
Paramore Respress, Erica	Principal
Pineda, Ana	Teacher, K-12
Rivera, Amary	Teacher, K-12
Rodriguez, Barbara	Teacher, K-12
Romero-Diaz, Ana	Teacher, K-12
Murray, Patricia	Teacher, K-12
Aguayo, Annabel	Teacher, K-12

b. Duties

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

The Leadership Literacy Team will encourage and support in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The Leadership Literacy Team will also provide professional development opportunities to enhance teachers' knowledge of the Florida Standards, the District Pacing Guides, instructional best practices, tier interventions, and the learning environment. Also, the Leadership Literacy Team will target student participation in Accelerated Reader, My OnReader, and the i-Ready programs which will enhance phonemic awareness, phonics, fluency, vocabulary, comprehension of fiction and non-fiction texts, and critical thinking.

The LLT members:

Erica Paramore-Respress - Principal
 Anna Navarro - Assistant Principal for Literacy
 Mayelin Morales-Rojas - Teacher Trainer for Literacy
 Ana Romero-Diaz - Grade Level Chair in Kindergarten and Literacy Leader
 Marisol Padron - Grade Level Chair in First Grade
 Ofelia Lopez - Grade Level Literacy Leader in First Grade
 Ana Pineda - Grade Level Chair in Second Grade
 Patricia Murray - Grade Level Literacy Leader in Second Grade
 Michelle Lopez - Grade Level Chair in Third Grade and Literacy Leader
 Barbara Rodriguez - Grade Level Chair in Fourth Grade
 Annabel Aguayo - Grade Level Literacy Leader in Fourth Grade
 Amary Rivera - Grade Level Chair in Fifth Grade
 Yaielys Martinez - Grade Level Literacy Leader in Fifth Grade

D. Public and Collaborative Teaching

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

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

The principal and assistant principals will ensure collegial engagement and collaboration occurs. The administration has designated Mondays and Tuesdays as the common planning day for each grade level. Teachers plan together with the assistance of the mathematics and reading transformational coaches along with the assistant principals and the District Curriculum Support Specialist (CSS), as needed. Furthermore, teachers engage in professional development or Professional Learning Communities (PLCs) every Wednesday after dismissal. The administrators and instructional coaches are active participants during the common planning and Wednesday PLCs sessions. They engage in discussions with the teachers and assist in planning, clarifying generalizations and listening to ideas from the instructional staff.

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

The principal of the school and members of the leadership team will ensure to recruit and retain highly qualified and effective teachers. Open positions will be posted to the District's Job Recruitment website, Teacher Match. A committee will be formed to interview potential educators for vacant positions. The school will ensure that highly qualified and effective teachers are retained by implementing the Florida's Continuous Improvement Model (FCIM). The school will develop and implement a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested standards), curriculum pacing guides, and progress monitoring data collection/analysis schedule implemented school-wide.

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

New teachers to the field, as well as new teachers to the school, will be paired with highly qualified grade level colleagues to ensure effective guidance and support is given to new staff members. The pairing of teachers has been determined by demonstrated success on the Florida Assessment Instruction in Reading. Teachers will meet every Wednesday after early dismissal to engage in planning the instructional plans, activities, and assessments for the following week. In addition, professional development activities that include lesson studies and protocols will be implemented to ensure best practices are shared and professional growth occurs.

Kindergarten

Mentor: Ana Romero-Diaz (Reading) and Lourdes Munguia (Mathematics)

Mentees Assigned: N/A

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

First Grade

Mentor: Marisol Padron (Reading) and Ofelia Lopez (Mathematics)

Mentees Assigned: Tuckler, K. (new teacher), Guerrero, E. (new to grade level), Donna Schipilliti (new to grade level)

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Second Grade

Mentor: Ana Pineda (Mathematics) and Patricia Murray (Reading)

Mentees Assigned: Ruiz (new to grade level), Langford (new to grade level), Millan (new to grade level), Robertson-Taylor (new to grade level), Flores (new teacher)

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Third Grade

Mentor: Michelle Lopez (Reading) and Yria Juantorena (Mathematics)

Mentees Assigned: Bodden (new to the school), Conde (new teacher), Formel (new to grade level), Heguy (new to grade level) and Chaviano (new to grade level)

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fourth Grade

Mentor: Annabel Aguayo (Reading), Barbara Rodriguez (IA) and Janet Jackson (Mathematics)

Mentees Assigned: Membreno (new to the school) and Salley (new to grade level)

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fifth Grade

Mentor: Amary Rivera (Mathematics) and Yanielys Martinez (Reading)

Mentee Assigned: Rodriguez-Martell (new teacher)

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Riverside Elementary follows the District-developed Pacing Guides in reading, mathematics, science, and social studies to aid teachers in teaching the core instructional programs. The administrative team and instructional coaches created an Action Plan for Literacy, Mathematics, and Science to guide the instructional blueprint of the school. In addition, the teachers and instructional coaches utilize the District-purchased materials for reading and mathematics to provide instruction of the Florida Standards. Supplemental materials are purchased to aid students in attaining knowledge and proficiency of the Florida Standards.

The leadership team ensures that the members of the instructional staff comprehend how to utilize the instructional programs to impart instruction. The leadership team utilizes the assistance of the instructional coaches to provide support to the instructional staff to ensure programs and materials are aligned to the Florida Standards. Furthermore, walk-throughs by the administrative team are conducted daily to ensure teachers are following the Pacing Guides, instructing the Florida Standards with fidelity and utilizing the appropriate instructional materials and resources.

b. Instructional Strategies

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

Data plays an integral part in tailoring instruction to meet the diverse needs of students. When state assessment data is released, the administrative team examines the trends including the gains and decreases in each grade level, subject areas, and reporting category. The data is shared with the curriculum council and with each grade level. The data is discussed with the teachers and the following questions drive the discussion: 1) What were the strengths? 2) What strategies contributed to these gains? 3) What were the areas that need improvement? 4) What contributing factors lead to the decrease? Most importantly, after analyzing the data, the teachers and administrators brainstorm and discuss ways to improve student achievement. The administrators also utilize the data to make decisions related to grade level placement. State assessment data is also utilized to target students to participate in during-school interventions, before/after-school tutoring programs such as the Miami Heat Academy, i-Ready Tutoring and to participate in the Saturday School Academy.

District mid-year assessment and i-Ready data is utilized to become familiar with the academic progress of students. Differentiated instruction during the reading and mathematics period is utilized to improve academic knowledge. Students identified as Tier 2 and Tier 3 students take part in intervention strategies provided by part-time interventionists in reading and mathematics in grades three to five.

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

Strategy: Weekend Program

Minutes added to school year: 2,880

Students identified as the Lowest 35% in Reading and Mathematics are invited to participate in Saturday School Academy. These students are identified by examining the school data reports for reading and mathematics from the Florida Standards Assessment. Riverside will provide intensive instruction on the Florida Standards for English Language Arts, Mathematics, Science, and Writing for students in grades three to five. Saturday School will also be offered to students who need additional assistance to reach proficiency level on state assessments.

Strategy Rationale

Students will be offered additional instructional assistance outside the instructional day to increase student's knowledge of the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Paramore Respress, Erica, pr4681@dadeschools.net

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

Students who take part in these intensive tutoring sessions will be monitored utilizing mini-assessments throughout the course of the academy. Monthly Topic Assessments will be disaggregated and analyzed to tailor instruction in order to enhance student learning and achievement. The instructional coaches will be in charge of disaggregating and analyzing the data and presenting it to the administration and tutoring teachers.

An attendance log for each of the Saturday school program will assist the leadership team become familiar with the amount of students who attend these instructional sessions. If students demonstrate an absence from any of the sessions, the assistant principals, will call parents to ensure students attend on a consistent basis.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Riverside Elementary Community School offers a Pre-Kindergarten program funded by Title I. Pre-reading and school readiness skills are assessed using the Florida Kindergarten Readiness Screener (FLKRS). This assessment measures the knowledge of print/letter knowledge and level of phonological awareness. Ongoing progress monitoring is conducted to identify students demonstrating grade level mastery. Certified teachers will work with students using developmentally appropriate strategies after specific weaknesses have been identified by data for each student.

The kindergarten teachers also hold a meet-and-greet event at the beginning of the school year so that the parents can become familiar with the instructional staff and the programs that are provided to students. The parents also become familiar with the physical environment of the school and classroom. In addition, the staff, in accordance with the administration, provides parents with activities

and registration materials for workshops to train parents to assist their children at home. The Parent Academy works with the school to provide specific skills and knowledge to parents in regards to assessing readiness and offering remediation.

Title I Administration assists the school by providing supplemental funds. These funds are used to provide extended support through a variety of meaningful learning experiences, in an environment that provides opportunities to enhance academic achievement.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If core instruction is increased in all content areas then student achievement will improve.
- G2.** To increase student achievement in Literacy by improving core instruction across all grade levels.
- G3.** To increase student achievement in Mathematics by improving core instruction across all grade levels.
- G4.** To increase student achievement in Science by improving instruction across all grade levels.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088199

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	74.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of providing instruction based on students's learning needs and utilizing appropriate resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Reading Wonders Series, Wonderworks for interventions, Ready LAFS, Literacy Transformational Coach, i-Ready, and MyOn Reader, Go Math! program, online MAFS resources, One Drive, Mathematics Transformational Coach, Ready MAFS, One Drive, J & J Bootcamp, P-Cell online resources, and interactive journals

Plan to Monitor Progress Toward G1. 8

Data from i-Ready reports and Topic Assessments will be assembled and discussed with teachers during monthly data chats. Administrative team will present data during collaborative common planning meetings and the data will be analyzed by the administrative team, curriculum council, and the teachers. The administrative team will also conduct walk-throughs and conduct debriefing meetings with teachers.

Person Responsible

Erica Paramore Respress

Schedule

Monthly, from 12/1/2016 to 2/6/2017

Evidence of Completion

i-Ready reports and Topic assessments

G2. To increase student achievement in Literacy by improving core instruction across all grade levels. 1a

G088200

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	38.0
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effectively implementing the Gradual Release Model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Reading Wonders Series, Leveled Readers, Tier 2 Book, Ready LAFS, i-Ready Data, and Transformational Coach

Plan to Monitor Progress Toward G2. 8

Data from i-Ready reports and Topic Assessments will be assembled and discussed with teachers during monthly data chats. Administrative team will present data during collaborative common planning meetings and the data will be analyzed by the administrative team, curriculum council, and the teachers. The administrative team will also conduct walk-throughs and conduct debriefing meetings with teachers.

Person Responsible

Erica Paramore Respress

Schedule


Monthly, from 12/1/2016 to 2/6/2017

Evidence of Completion

i-Ready reports and Topic assessments

G3. To increase student achievement in Mathematics by improving core instruction across all grade levels.

1a

 G088201

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effectively utilizing data to group students and for Ongoing Progress Monitoring.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math! (Think Central) program, Ready MAFS books, Teacher Toolbox, One Drive, Transformational Coach,

Plan to Monitor Progress Toward G3. 8

Data from I-Ready reports and Topic assessments will be assembled and discussed with teachers during monthly data chats. Administrative team will present data during collaborative common planning meetings and the data will be analyzed by the administrative team, curriculum council and the teachers. The administrative team will also conduct walk-throughs and conduct debriefing meetings with teachers.

Person Responsible

Erica Paramore Respress

Schedule

Biweekly, from 12/1/2016 to 6/8/2017

Evidence of Completion

I-Ready reports and Topic assessments

G4. To increase student achievement in Science by improving instruction across all grade levels. 1a

G088202

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of students completing reflective writing in science journals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- One Drive, J & J Bootcamp, and interactive journals

Plan to Monitor Progress Toward G4. 8

Data from District baseline and topic assessments will be disaggregated and analyze by the administrative team and science teachers and student work and science journals will be analyze throughout the walk-throughs.

Person Responsible

Erica Paramore Respress

Schedule

Monthly, from 9/14/2016 to 6/8/2017

Evidence of Completion

District baseline and topic assessments

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. If core instruction is increased in all content areas then student achievement will improve. **1**

 G088199

G1.B1 Limited evidence of providing instruction based on students's learning needs and utilizing appropriate resources. **2**

 B234537

G1.B1.S1 Targeted collaborative planning with a focus on aligning resources for the delivery of whole group and differentiated instruction to meet the learning needs of all students based on data. **4**

 S247265

Strategy Rationale

By aligning resources for whole group instruction and differentiated instruction, the students needs are being met and student achievement will increase.

Action Step 1 **5**

Create an Action Plan with strategies to improve core instruction.

Person Responsible

Erica Paramore Respress

Schedule

On 10/11/2016

Evidence of Completion

Action Plan

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

Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction of whole group and differentiated instruction.

Person Responsible

Erica Paramore Respress

Schedule

Daily, from 12/1/2016 to 2/6/2017

Evidence of Completion

Common planning lessons, Classroom walk-through logs

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

Provide support to identified teachers through coaching cycles and additional support during common planning time.

Person Responsible

Erica Paramore Respress


Schedule

Daily, from 12/1/2016 to 2/2/2017

Evidence of Completion

Classroom walk-through logs, Coaching cycle logs and Coaching Calendars

G2. To increase student achievement in Literacy by improving core instruction across all grade levels. 1

 G088200

G2.B1 Limited evidence of effectively implementing the Gradual Release Model. 2

 B234538

G2.B1.S1 Targeted collaborative planning with a focus on identifying I Do, We Do, They Do, You Do portions of the lesson 4

 S247266

Strategy Rationale

The strategy, which is part of the school's action plan, was selected to ensure teachers understand the standards, content limits, item specifications, and the instructional delivery that includes the effective use of rigorous, explicit instruction, and differentiated instruction to increase student achievement.

Action Step 1 5

Identify I Do, We Do, They Do, and You Do portions of instruction in the lesson plans

Person Responsible

Erica Paramore Respress

Schedule

Weekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 5

Select appropriate resources to utilize during the Gradual Release Model of Instruction

Person Responsible

Mayelin Morales-Rojas

Schedule

Weekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Sign-in sheets, agendas, and lesson plans

Action Step 3 5

Conduct coaching cycles based on the individual needs of teachers.

Person Responsible

Mayelin Morales-Rojas

Schedule

Every 3 Weeks, from 12/1/2016 to 2/6/2017

Evidence of Completion

Coaching calendar; coaching logs; sign-in sheets and agendas.

Action Step 4 5

Conduct instructional walkthroughs by administration to monitor the use of the Gradual Release Model throughout the instructional block.

Person Responsible

Erica Paramore Respress

Schedule

Weekly, from 1/11/2016 to 2/6/2017

Evidence of Completion

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

Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction of whole group and differentiated instruction.

Person Responsible

Erica Paramore Respress

Schedule

Weekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Common planning lessons, Classroom walk-through logs

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

Provide support to identified teachers through coaching cycles and additional support during common planning time.

Person Responsible

Erica Paramore Respress

Schedule

Biweekly, from 12/1/2016 to 6/8/2017

Evidence of Completion

Classroom walk-through logs, Coaching cycle logs and Coaching Calendars

G3. To increase student achievement in Mathematics by improving core instruction across all grade levels. 1

G088201

G3.B1 Limited evidence of effectively utilizing data to group students and for Ongoing Progress Monitoring.

2

B234542

G3.B1.S1 Targeted collaborative planning with a focus on utilizing student data from Topic Assessment results to group students. 4

S247267

Strategy Rationale

The strategy, which is part of the school's action plan, was selected to ensure teachers understand the standards, content limits, item specifications, and the instructional delivery that includes the effective use of data, rigorous explicit instruction, and differentiated instruction to increase student achievement.

Action Step 1 5

Analyze data from G2D during common planning to appropriately group students for instruction.

Person Responsible

Erica Paramore Respress

Schedule

Biweekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 2 5

Conduct Coaching Cycles based on individual needs of teachers.

Person Responsible

Gloria DePeralta

Schedule

Every 3 Weeks, from 12/1/2016 to 2/6/2017

Evidence of Completion

Coaching Cycle logs and calendars

Action Step 3 5

Conduct Instructional Walk-thrus by administration to monitor

Person Responsible

Erica Paramore Respress

Schedule

On 2/6/2017

Evidence of Completion

Classroom Walk-thru logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction of whole group and differentiated instruction.

Person Responsible

Erica Paramore Respress

Schedule

Daily, from 12/1/2016 to 2/6/2017

Evidence of Completion

Common planning lessons, Classroom walk-through logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Provide support to identified teachers through coaching cycles and additional support during common planning time.

Person Responsible

Erica Paramore Respress


Schedule

Weekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Classroom walk-through logs, Coaching cycle logs and Coaching Calendars

G4. To increase student achievement in Science by improving instruction across all grade levels. 1

 G088202

G4.B1 Limited evidence of students completing reflective writing in science journals. 2

 B234545

G4.B1.S1 Plan instruction effectively for appropriate pacing and transition, with a focus on student reflective writing during essential labs. 4

 S247269

Strategy Rationale

The strategy, which is part of the school's action plan, was selected to ensure teachers understand the standards, content limits, item specifications, and the instructional delivery that includes the effective use of reflective writing during essential labs, rigorous explicit instruction, and differentiated instruction to increase student achievement.

Action Step 1 5

Provide one to one follow up support for identified teachers who need additional assistance.

Person Responsible

Lana Vecino

Schedule

Biweekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Calendar

Action Step 2 5

Conduct instructional walkthroughs by administration to monitor pacing and student reflective writing during labs.

Person Responsible

Erica Paramore Respress

Schedule

Weekly, from 12/1/2016 to 2/6/2017

Evidence of Completion

Classroom walkthrough logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction of whole group and differentiated instruction.

Person Responsible

Erica Paramore Respress

Schedule

Daily, from 12/1/2016 to 2/6/2017

Evidence of Completion

Common planning lessons, Classroom walk-through logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Provide support to identified teachers through coaching cycles and additional support during common planning time.

Person Responsible

Erica Paramore Respress

Schedule

Biweekly, from 12/1/2016 to 2/6/2017




Evidence of Completion

Classroom walk-through logs, Coaching cycle logs and Coaching Calendars

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A321884	Create an Action Plan with strategies to improve core instruction.	Paramore Respress, Erica	8/29/2016	Action Plan	10/11/2016 one-time
G1.B1.S1.MA1 M335005	Provide support to identified teachers through coaching cycles and additional support during common...	Paramore Respress, Erica	12/1/2016	Classroom walk-through logs, Coaching cycle logs and Coaching Calendars	2/2/2017 daily
G1.MA1 M335007	Data from i-Ready reports and Topic Assessments will be assembled and discussed with teachers...	Paramore Respress, Erica	12/1/2016	i-Ready reports and Topic assessments	2/6/2017 monthly
G2.MA1 M335010	Data from i-Ready reports and Topic Assessments will be assembled and discussed with teachers...	Paramore Respress, Erica	12/1/2016	i-Ready reports and Topic assessments	2/6/2017 monthly
G1.B1.S1.MA1 M335006	Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction...	Paramore Respress, Erica	12/1/2016	Common planning lessons, Classroom walk-through logs	2/6/2017 daily
G2.B1.S1.MA1 M335009	Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction...	Paramore Respress, Erica	12/1/2016	Common planning lessons, Classroom walk-through logs	2/6/2017 weekly
G2.B1.S1.A1 A321885	Identify I Do, We Do, They Do, and You Do portions of instruction in the lesson plans	Paramore Respress, Erica	12/1/2016	Sign-in sheets and agenda	2/6/2017 weekly
G2.B1.S1.A2 A321886	Select appropriate resources to utilize during the Gradual Release Model of Instruction	Morales-Rojas, Mayelin	12/1/2016	Sign-in sheets, agendas, and lesson plans	2/6/2017 weekly
G2.B1.S1.A3 A321887	Conduct coaching cycles based on the individual needs of teachers.	Morales-Rojas, Mayelin	12/1/2016	Coaching calendar; coaching logs; sign-in sheets and agendas.	2/6/2017 every-3-weeks
G2.B1.S1.A4 A321888	Conduct instructional walkthroughs by administration to monitor the use of the Gradual Release...	Paramore Respress, Erica	1/11/2016		2/6/2017 weekly
G3.B1.S1.MA1 M335011	Provide support to identified teachers through coaching cycles and additional support during common...	Paramore Respress, Erica	12/1/2016	Classroom walk-through logs, Coaching cycle logs and Coaching Calendars	2/6/2017 weekly
G3.B1.S1.MA1 M335012	Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction...	Paramore Respress, Erica	12/1/2016	Common planning lessons, Classroom walk-through logs	2/6/2017 daily
G3.B1.S1.A1 A321889	Analyze data from G2D during common planning to appropriately group students for instruction.	Paramore Respress, Erica	12/1/2016	Agenda, Sign-in Sheets	2/6/2017 biweekly
G3.B1.S1.A2 A321890	Conduct Coaching Cycles based on individual needs of teachers.	DePeralta, Gloria	12/1/2016	Coaching Cycle logs and calendars	2/6/2017 every-3-weeks
G3.B1.S1.A3 A321891	Conduct Instructional Walk-thrus by administration to monitor	Paramore Respress, Erica	12/1/2016	Classroom Walk-thru logs	2/6/2017 one-time
G4.B1.S1.MA1 M335016	Provide support to identified teachers through coaching cycles and additional support during common...	Paramore Respress, Erica	12/1/2016	Classroom walk-through logs, Coaching cycle logs and Coaching Calendars	2/6/2017 biweekly
G4.B1.S1.MA1 M335017	Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction...	Paramore Respress, Erica	12/1/2016	Common planning lessons, Classroom walk-through logs	2/6/2017 daily
G4.B1.S1.A1 A321896	Provide one to one follow up support for identified teachers who need additional assistance.	Vecino, Lana	12/1/2016	Calendar	2/6/2017 biweekly
G4.B1.S1.A2 A321897	Conduct instructional walkthroughs by administration to monitor pacing and student reflective...	Paramore Respress, Erica	12/1/2016	Classroom walkthrough logs	2/6/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1  M335015	Data from I-Ready reports and Topic assessments will be assembled and discussed with teachers...	Paramore Respress, Erica	12/1/2016	I-Ready reports and Topic assessments	6/8/2017 biweekly
G4.MA1  M335020	Data from District baseline and topic assessments will be disaggregated and analyze by the...	Paramore Respress, Erica	9/14/2016	District baseline and topic assessments	6/8/2017 monthly
G2.B1.S1.MA1  M335008	Provide support to identified teachers through coaching cycles and additional support during common...	Paramore Respress, Erica	12/1/2016	Classroom walk-through logs, Coaching cycle logs and Coaching Calendars	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited evidence of providing instruction based on students's learning needs and utilizing appropriate resources.

G1.B1.S1 Targeted collaborative planning with a focus on aligning resources for the delivery of whole group and differentiated instruction to meet the learning needs of all students based on data.

PD Opportunity 1

Create an Action Plan with strategies to improve core instruction.

Facilitator

Paramore-Respress, Erica

Participants

Leadership Team

Schedule

On 10/11/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create an Action Plan with strategies to improve core instruction.	\$0.00
2	G2.B1.S1.A1	Identify I Do, We Do, They Do, and You Do portions of instruction in the lesson plans	\$0.00
3	G2.B1.S1.A2	Select appropriate resources to utilize during the Gradual Release Model of Instruction	\$0.00
4	G2.B1.S1.A3	Conduct coaching cycles based on the individual needs of teachers.	\$0.00
5	G2.B1.S1.A4	Conduct instructional walkthroughs by administration to monitor the use of the Gradual Release Model throughout the instructional block.	\$0.00
6	G3.B1.S1.A1	Analyze data from G2D during common planning to appropriately group students for instruction.	\$0.00
7	G3.B1.S1.A2	Conduct Coaching Cycles based on individual needs of teachers.	\$0.00
8	G3.B1.S1.A3	Conduct Instructional Walk-thrus by administration to monitor	\$0.00
9	G4.B1.S1.A1	Provide one to one follow up support for identified teachers who need additional assistance.	\$0.00
10	G4.B1.S1.A2	Conduct instructional walkthroughs by administration to monitor pacing and student reflective writing during labs.	\$0.00
Total:			\$0.00