

Orange County Public Schools

Riverside Elementary



2017-18 Schoolwide Improvement Plan

Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Riverside Elementary

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To cultivate perseverance and passion within our students by building relationships and providing rigorous coursework and engaging activities.

b. Provide the school's vision statement.

To develop and produce perseverant, passionate learners who believe in their capability to achieve success.

2. School Environment

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

School-wide events embed a wide variety of cultural experiences, such as multicultural night wax museum. School-wide activities such as door decorating contests and student quizzes will take place during Hispanic Heritage and Black History Months. After an interest survey, our Parent Engagement Liaison, a position new to the school, will provide two learning opportunities to our parents. Our staff will be focused on building better relationships with our parents and community by increasing parent communication and opportunities to volunteer in the classroom; and actively participating in more curriculum nights and after school activities. Our discipline approach, CHAMPS, involves a relationship building component which is also a component in Marzano's instructional framework.

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

Upon arrival to campus students are greeted by staff members outside of the school building. All students enter through the cafeteria where students are able to choose whether they would like to receive a free breakfast or report to their designated location for their grade level. Students who select to eat breakfast sit on one half of the cafeteria and are monitored by staff members. Kindergarten and first grade students are housed in the cafeteria where they are monitored by additional staff members. Second through fifth grade students report to their hallways where they are monitored by staff members, with exception to students who were not proficient on the iReady BOY diagnostic (3rd grade) or the 2017 ELA FSA (4th and 5th grade). These students report to a designated computer lab where a coach monitors their computer usage. Riverside creates all classroom and common area rules and expectations under the umbrella of CHAMPS, our school-wide behavior approach, and the Student Code of Conduct. Each nine weeks students review the Student Code of Conduct with their classroom teacher and/or the dean of discipline. During interactions it is the expectation that all staff members and students speak with a tone of respect. In cases where rules are broken or expectations are not met, each staff member is asked to always restate the expectation as a reminder to the student of what the behavioral expectations are at Riverside. This approach ensures that our students are first taught the expectation and then can be fairly held accountable when expectations are not met or rules are not followed. This fair approach creates an atmosphere of mutual respect between the faculty, staff, students, and parents.

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.

Riverside is working to implement the CHAMPS proactive and positive approach in classrooms and school-wide. Differentiating between school and classroom routines, rules, and expectations, CHAMPS provides faculty and staff with strategies to use to create an atmosphere that is safe, civil, non-threatening, inviting, and conducive to learning. Our staff will participate in CHAMPS professional development throughout the school year and implement the program in small increments. Our Discipline Committee (BLT) meets bi-monthly to discuss school-wide behavior trends, interventions, and rewards for our students. Our staff is trained to create and make all students aware of classroom rules and consequences to ensure that discipline procedures in the classroom are fair and consistently enforced. Appropriate student behavior is reinforced with our HEROES program. HEROES are chosen based on their display of the character trait of the month. During pre-planning a professional development using Nonviolent Crisis Intervention de-escalation techniques was provided to all faculty and staff.

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.

At Riverside we ensure that relationships are built which promote open communication between home and school with each of our students and families. Through our established behavior MTSS students are properly monitored, provided interventions, and possibly placed in a learning environment that meets their social-emotional needs. Students are monitored through behavior data, teacher observation, and conversations with parents; and referred to counseling services as needed through our behavior specialist and social worker. A new faculty member was hired to facilitate the MTSS process to monitor and meet the social and emotional needs of all the students. Monthly child-study team meetings will be held with the principal, school psychologist, social worker, MTSS coaches, and staffing specialist to ensure that students exhibiting two or more early warning indicators are closely monitored and hopefully reduce their number of EWIs and prevent their number of EWIs from increasing.

3. Early Warning Systems

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

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

At Riverside we recognize the correlation between student contact/instructional time, student achievement, and graduation rates. We are actively working to decrease our number of out-of-school suspensions and absences in order to reduce the amount of instructional time lost. Riverside uses information from our early warning system to support students who are at risk of dropping out with school-wide strategies and targeted interventions. Our early warning system identifies students with attendance below 90 percent, with one or more suspensions, course failure in ELA or math, and students exhibiting two or more indicators.

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	28	21	33	34	18	19	0	0	0	0	0	0	0	153
One or more suspensions	0	1	3	5	5	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	19	24	45	28	41	0	0	0	0	0	0	0	165
Level 1 on statewide assessment	0	0	0	50	47	38	0	0	0	0	0	0	0	135

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	4	8	9	47	30	28	0	0	0	0	0	0	0	126

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

Students with indicators detected by our early warning system are referred to our school social worker. Daily, individualized small group instruction in both reading and math are provided by our classroom teachers. Reading intervention or enrichment are taught daily to all students. After school tutoring in both reading and math will be offered to students in 3rd, 4th and 5th grades that are on the border to reach grade level achievement. Before the start of school, three computer labs are available for the students not proficient in ELA in grades 3 - 5 as determined by the BOY iReady diagnostic (3rd grade) and 2017 ELA FSA (4th and 5th grade). Monthly child-study team meetings will be held with the principal, school psychologist, social worker, MTSS coaches, and staffing specialist to ensure that students exhibiting two or more early warning indicators are closely monitored and hopefully reduce their number of EWIs and prevent their number of EWIs from increasing. Teachers will make phone calls home, comment in the student's planner, and on his/her progress report and report card once a student has 3 or more absences. To assist with discipline and ensure students who need tier 2 and 3 support are provided and monitored a program assistant has been hired to assist the dean.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422562>.

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.

Riverside maintains partnerships with the local community and our Partner's in Education through various activities and events. A Parental Engagement Liaison (PEL) was hired to bridge the partnership between school, home, and the community. Our PEL actively monitors our EWIs, holds workshops for parents, and plans and participates in our District's Parent Academies. We partner with the Orlando Science Center to provide hands-on activities which focus on our Florida Standards each year at our Science Night. In an effort to increase reading achievement and foster a love for reading, Riverside's school media center participates in the Orange County Library Card Registration Drive at the beginning of each year. Our Love Pantry for families in need is sponsored by the Christian Service Center and Oranole Foundation. Monthly our Parent Teacher Association provides activities such as Chuck-E-Cheese, Chipotle, and Skate Night and to encourage parent and family involvement at Riverside and throughout the community. New this year, the school will partner with Publix to provide an interactive, real-world Math Night. Riverside is in its second year partnership with Community Health Center, which provides free vision screenings for our students and community health fairs. To expose our fifth grade students to college and career opportunities, we will provide field trips to Seminole State College and to an OCPS CTE campus.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hankerson, Kimberly	Principal
Chiuchiarelli, Tawny	Instructional Coach
Ruddell, Brenda	Assistant Principal
Herrick, Samantha	Other
Kelly, Carla	Other
Oakes, Lindsey	Instructional Coach
Petit-Frere, Jennifer	Instructional Coach
Scott Smith, Tameika	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.

All leadership team members will play an essential role in the MTSS process as they will be present at weekly data meetings, provide guidance in grade level PLCs as well as coaching and mentoring classroom teachers and pull-out teachers to ensure they are progress monitoring and collecting data on their students and supporting each individual's needs based on the core instruction. School administrators will facilitate all data meetings, observe classroom teachers, pull-out teachers, and coaches; and maintain a safe and orderly environment. The main roles and responsibilities of each leadership team member are listed below, but not limited to:

Tawny Chiuchiarelli - School-wide testing coordinator, collect, analyze, and summarize schoolwide student performance data, and prepare summaries and interpretations of data analyses

Brenda Ruddell - Conduct observations and provide evaluative and non-evaluative feedback,

facilitate K - 2 grade common planning and PLC sessions, and provide professional development
Samantha Herrick - Converse and meet regularly with MTSS coach to identify students in need of ESE testing, converse and meet regularly with MTSS coach and dean regarding students that may need a behavior/discipline plan, and monitor ELL and ESE student EWI signals

Carla Kelly - Provide intervention for students' disciplinary issues, develop appropriate programs to promote positive behavior, and assist with the development of student behavior contracts

Lindsey Oakes - Facilitate the implementation of reading programs, activities, and strategies designed to achieve school improvement objectives, have a working knowledge of ELA standards, district ELA CRMs, and ELA FSA item specifications, implement the coaching cycle (observations, model lessons, provide feedback/conversations) with classroom teachers

Jennifer Petit-Frere - Create and monitor school-wide academic and behavior MTSS processes, converse and meet regularly with dean and staffing specialist regarding students that may need a behavior/discipline plan, and completes the coaching cycle (observations, model lessons provide feedback/conversations)

Tameika Scott-Smith - Facilitate the implementation of math programs, activities, and strategies designed to achieve school improvement objectives, complete the coaching cycle (observations, model lessons provide feedback/conversations) with select classroom teachers, and disaggregate and monitor math data (iReady and common assessment).

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.

Riverside Elementary's leadership team will hold weekly data meetings with teachers to analyze data from Tier 1 core instruction to determine which students need small group Tier 2 interventions. Students who do not show success as evidenced through progress monitoring in Tier 2 will be moved to Tier 3. The instructional coaches will provide support to teachers through each of the tiers.

During common planning sessions, coaches and administration facilitate the improvement of instruction by allowing teachers to deconstruct the standards together to ensure that curriculum, instruction, and assessments are aligned. Teachers also share best practices, look at students' work, and plan curriculum and lessons together. Teachers are guided in the use of the Florida Standards, District's Curriculum Resource Materials (CRMs), and FSA Item Specifications to plan lessons and common assessments.

Riverside Elementary has one voluntary prekindergarten program (VPK). Funding from Title 1 will be used for instructional and curriculum resources as well for professional development opportunities that will be utilized to increase student achievement.

Title II: Riverside uses Title II funds to obtain substitute teachers allowing classroom teachers to receive professional development during the school day. This will support grade level collaboration and the implementation of the NGSSS and Florida Language Arts and Math Standards. The funds will also be used to secure training materials and resources for professional development activities.

Title III: Any of these funds received will be used for instructional materials to support English Language Learners.

Title X Homeless: The district and school based personnel provide resources such as clothing, school supplies and social service referrals for students identified as homeless.

Supplemental Academic Instruction (SAI): These funds are used to purchase materials and personnel to support student learning in reading.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimberly Hankerson	Principal
Dectrick Alexander	Parent
Linda Harris	Parent
Shelly McKinney	Business/Community
Sabrina Kadleck	Parent
Jackie Peterson	Education Support Employee
Yahira Aviles-Diaz	Teacher
Laquinda Prince McCormick	Teacher
Derrick Threat	Business/Community
Naomi Foley	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Sections of Riverside Elementary's School Improvement Plan were reviewed at each SAC meeting during the 2016 - 2017 school year. Discussions at SAC meetings were centered around Riverside's progress toward its school improvement goals. Committee members provided input for the 2017 - 2018 SIP. SAC will review the previous year's survey results to determine the school's climate and use the results to make necessary changes.

b. Development of this school improvement plan

Riverside's SAC was presented with a rough draft of this proposed plan created by stakeholders. The committee reviewed the plan and made suggestions. SAC will meet again to propose final suggestions and will continually monitor the implementation of the SIP throughout the school year.

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

Riverside's school budget allocations were discussed during last year's SAC meetings. The SAC made no suggestions of how the school's funding should be used.

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

With the approval of the School Advisory Council funds will be used for teacher professional development.

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
Hankerson, Kimberly	Principal
Ruddell, Brenda	Assistant Principal
Chiuchiarelli, Tawny	Instructional Coach
Laboy, Elsilee	Teacher, K-12
Herrick, Samantha	Teacher, ESE
Bellows, Angela	Teacher, K-12
Aviles Diaz, Yahira	Teacher, K-12
Oakes, Lindsey	Instructional Coach
Petit-Frere, Jennifer	Instructional Coach
Chase-Bartfield, Joelle	Instructional Media

b. Duties

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

Major initiatives of the LLT will be to provide professional development for staff focusing on effective instructional reading/literacy strategies and practices. We will focus on the diagnosis and remediation of low performing students as well as working with teachers to provide enrichment for our higher achieving students. The LLT is working on developing ideas that will motivate students to read more across all curriculum areas in line with District goals and increase achievement on our statewide assessment by using the iReady program with fidelity. The LLT will host a literacy night for parents, students and staff. To ignite students' interest in reading, Riverside participates in OCPS's annual Battle of the Books competition, provides incentives to students who read all of the Florida Sunshine State Books. Weekly, classes compete for the most Accelerated Reader points and points are charted on hallway posters. Classes who meet their weekly 45 minute reading and math minutes in iReady with the highest pass rate in the school for the month win a lunch sponsored by Olive Garden.

D. Public and Collaborative Teaching

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

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

In order to encourage positive working relationships between teachers at Riverside, we include collaborative planning into our daily schedule. Teachers use this time to collaborate on the best instructional practices and strategies to use with our students. Weekly PLC meetings among teams allows our teachers to discuss student data and how to improve instructional practices and student achievement in the classroom.

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

Riverside 's administrators actively seek to recruit and retain effective teachers. The principal is responsible for recruiting and uses the following strategies: advertising vacancies, attending recruitment activities at local colleges, using referrals from effective instructional staff and asking for assistance from the district recruiting staff. The principal and leadership team are responsible for retaining staff and use the following strategies: pairing new teachers with veteran teachers for mentoring and support, providing ongoing professional development and providing all teachers with the necessary support to grow as instructional leaders.

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

Riverside has a culturally embedded mentoring program that pairs veteran teachers in similar grade levels or with past grade level experience as teachers that are new to our school or district. Our instructional coaches lead the mentoring program and provide structured activities to engage new teachers in collaboration and professional development. New and beginning teachers meet up to twice a month on a range of topics that include but are not limited to lesson planning, entering grades in ProgressBook, how to hold a parent conference, navigating IMS and launchpad, observations, and deliberate practice.

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.

At Riverside administration and coaches ensure that lessons planned are aligned to our state standards (LAFS, MAFS, and NGSSS) through common planning and frequent lesson plan review. The OCPS IMS system provides teachers access to our district's CRMs and Scope and Sequence which allow them to plan and guarantee that all standards are taught. Our teachers also use the FSA and FCAT item specifications to ensure that all standards on our standardized assessments are covered prior to testing. Our instructional programs: Journey's (reading), Go Math (mathematics), and Science Fusion (science) are aligned to CC and NGSSS standards, but fail to cover all of Florida's standards. During common planning our teachers determine which standards are not covered sufficiently by the programs, and select supplemental lessons from CPALMS and other resources to fill those gaps. Frequent classroom walkthroughs are conducted to ensure the execution of planned lessons. Timely, actionable feedback is provided by administration and coaches to ensure teachers are able to reflect and make changes if necessary.

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.

At Riverside we hold weekly data meetings with administration, academic coaches, and classroom teachers. These meetings allow the entire academic team to focus on student data and achievement. Student data is used to determine which students and standards need to be retaught through small or whole group instruction. We also use student data to determine which skills will be retaught in teacher-led small groups. Our fluid reading intervention and enrichment groups are guided by student data as well. Data is also utilized to assist with improving strategies for our students that are in the inclusive setting. Through the MTSS process, the appropriate level of support for each student is

determined by assessment data. The intensity and duration of supports increase for tiers 2 and 3. Intervention data is used to determine the success of an intervention. If the data shows a weakness, or shows that a student is not responding to support, a plan of action is developed to address the issue. Progress monitoring is completed for students that need additional supports in tiers 2 and 3. Data provided by progress monitoring leads us to adjust instruction as needed. Teachers are provided professional development as needed to provide best practices and ensure quality instruction and implementation of interventions.

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: After School Program

Minutes added to school year: 3,000

Twice a week, students will receive 60 minutes of instruction in reading and math through after school tutoring. Instruction will focus on core academic subjects using small group differentiation.

Strategy Rationale

After school tutoring provides students with a pre-teaching strategy of the upcoming standard, therefore increasing student proficiency for third, fourth and fifth grade students on the reading and math FSAs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chiuchiarelli, Tawny, tawny.chiuchiarelli@ocps.net

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

All students will take a diagnostic and summative assessment to measure growth. Formative assessments will be administered throughout the length of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students who attend nearby VPK programs situated in daycares and Headstart programs will be invited to visit our campus this spring. Parents of children in those programs as well as in our own VPK program are invited to attend our family curriculum nights. Fifth grade students and their teachers will attend an orientation at Lockhart Middle School. After the orientation, administration from the middle school will visit Riverside to meet with students to discuss academic and elective classes.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Riverside Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

- G2.** Riverside Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow Achievement Gaps)

- G3.** Riverside Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness)

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. Riverside Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G094758

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Riverside's teachers lack proficiency in implementing differentiated instruction within their classroom.
- Riverside's teachers are resistant to implement with fidelity the rigor of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches will provide professional development on topics such as: a deeper knowledge of the deconstruction of the standards and strategies for small group differentiation.
- Standards and test specifications will be utilized by the staff for planning more rigorous instruction and the plans will be reviewed by the administrative team.
- Feedback on lesson planning and observations to meet the rigor of the standards will be provided by administration.

Plan to Monitor Progress Toward G1. 8

Common assessment and i-Ready data will be collected and reviewed throughout the year. Classroom teachers, coaches, and administration will review this data weekly to determine the students' progress toward the goal.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Common assessment and i-Ready data will be reviewed by the classroom teacher, administration, and the leadership team during weekly data meetings.

G2. Riverside Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
(Division Priority: Narrow Achievement Gaps) 1a

G094759

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the understanding of the scope and depth of grade level reading and math standards.
- There is no evidence of differentiated centers or small group lessons in reading and math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The math and reading coaches will provide professional development on differentiated centers and small group.
- A copy of Common Core Companion: The Standards Decoded will be purchased for each grade level.
- Riverside will provide after school tutoring for the lowest 25% in reading and math.
- Before school computer labs will be open to 3rd - 5th grade student in the lowest 25% subgroup to engage in iReady reading and math lessons.

Plan to Monitor Progress Toward G2. 8

Student goal sheets, common assessment and iReady will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Tameika Scott Smith

Schedule

Every 3 Weeks, from 9/6/2016 to 5/26/2017

Evidence of Completion

Classroom teachers will share student growth on goal sheets, common assessment and i-Ready diagnostic and growth monitoring scores on a data sheet which will be discussed during data meetings between the classroom teacher and school leadership team.

G3. Riverside Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness) 1a

G094760

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the appropriate resources to implement enrichment properly.
- Students are not provided opportunities for subject matter acceleration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fifth grade teachers will incorporate Project Lead the Way STEM lessons.
- Document Based Questions and Comprehension Toolkit will be used to enrich and allow students to respond to and learn from nonfiction text.
- Qualifying fourth and fifth grade students will be enrolled in acceleration math courses through Orange County Virtual Schools.

Plan to Monitor Progress Toward G3. 8

iReady data will be collected and reviewed throughout the year to monitor student mastery of standards and determine each student's progress toward the goal.

Person Responsible

Kimberly Hankerson

Schedule

Monthly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Classroom teachers and the coaches will monitor iReady diagnostic and growth monitoring scores on goal sheets. Student data will be discussed during data meetings between the classroom teacher and school leadership team.

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. Riverside Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) **1**

 G094758

G1.B1 Riverside's teachers lack proficiency in implementing differentiated instruction within their classroom.

2

 B254787

G1.B1.S1 The instructional coaches will provide professional development and ongoing support on differentiated instruction and work closely with the teachers that are struggling with this implementation .

4

 S269146

Strategy Rationale

Differentiated instruction is critical to provide the opportunity of maximum growth for all students. It is imperative that teachers acquire a deeper understanding of adapting instruction so that each students' potential is achieved.

Action Step 1 **5**

Riverside's reading coaches will implement the coaching cycle for teachers identified as tier 2 and 3 teachers, and those identified through classroom walkthrough and observation data.

Person Responsible

Lindsey Oakes

Schedule

Monthly, from 8/2/2017 to 5/30/2018

Evidence of Completion

An agenda and handouts for initial meeting. Participants will complete an exit slip to demonstrate understanding at the meeting. Reading coach and administration will complete classroom walkthroughs focusing on differentiation during small group instruction and provide feedback to the teachers.

Action Step 2 5

Teachers will provide differentiated instruction during small group reading instruction.

Person Responsible

Kimberly Hankerson

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom walkthroughs will be completed by the administration and coaches to provide specific feedback on small group differentiation and its alignment to the lesson plans.

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

Feedback will be provided on classroom walkthroughs and lesson plans to show improvement of implementation.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be reviewed and classroom observations will be conducted throughout the year to ensure that differentiation is being implemented with fidelity within lessons.

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

Common assessment and iReady data will be reviewed by the classroom teacher, administration, and the leadership team.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Common assessment and i-Ready data will be reviewed by the classroom teacher, administration, and the leadership team at weekly data meetings.

G1.B2 Riverside's teachers are resistant to implement with fidelity the rigor of the standards. 2

 B254788

G1.B2.S1 Riverside's teachers will work with administration and instructional coaches to develop a deeper understanding of the reading and math standards, and the rigor necessary to move the students towards mastery of the standard. 4

 S269147

Strategy Rationale

In order to be successful in implementing standards-based instruction it is crucial for our teachers to understand the standards and the level of rigor needed to meet the standards.

Action Step 1 5

School administrators will provide professional development on Marzano's High Yield strategies addressing content.

Person Responsible

Kimberly Hankerson

Schedule

Monthly, from 8/9/2017 to 5/30/2018

Evidence of Completion

An agenda, sign-in sheet, PowerPoint presentation handout will be collected to demonstrate completion of this activity. Implementation of these strategies will be monitored through lesson plans. Strategies should be observed during classroom walkthroughs, informal and/or formal observations.

Action Step 2 5

The reading and math coaches will guide teachers in the use of Marzano's high yield strategies and the District's CRMs to ensure planned lessons and activities align to and reach the full intent of the reading and math standards.

Person Responsible

Kimberly Hankerson

Schedule

Monthly, from 8/2/2017 to 5/30/2018

Evidence of Completion

PLC meeting minutes and handouts on standards will be used as documentation of completion of this activity.

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

Administration and coaches will be actively involved in the lesson planning process. Execution of planned lessons will be monitored through classroom walkthroughs, informal and formal observations. Teachers will be provided specific feedback on the alignment of lessons and activities to the standard and their DOK level.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom walkthrough data, and observations.

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

During common planning, teachers will work the reading and math coaches and administration to ensure that lessons and activities are aligned with and reach the full intent of each standard. Students common assessment and iReady data will be monitored to determine the students' mastery of standards. Formative assessment data will be monitored by classroom teachers to determine gaps in student learning and who and which standards will be taught in small group. Weekly, small group lesson plans will be reviewed by our reading and math coaches.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Common assessment and iReady reading and math data will be used to monitor student gains and deficiencies.

G1.B2.S2 Through the work of the DPLC teachers will increase their knowledge and application of close reading strategies. 4

 S269148

Strategy Rationale

The use close reading strategies will teach students thoughtful and critical analysis of texts in order to develop a deep, precise understanding of the text's form, craft and meaning.

Action Step 1 5

Members of the Riverside DPLC will build the capacity of classroom teachers on the use of close reading strategies.

Person Responsible

Lindsey Oakes

Schedule

Monthly, from 9/13/2017 to 5/9/2018

Evidence of Completion

Whole and small group lesson plans will include evidence of the use of close reading strategies.

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

Instructional coaches and administration will actively participate in the lesson planning process to ensure that lessons planned and taught include close reading strategies. Classroom look-fors will include the use of close reading strategies.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Close reading strategies will be evident in whole and small group lesson plans, taught in whole and small groups, and documented on classroom walkthrough forms.

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

Students will use close reading strategies independently to determine purpose, present careful analysis, and defend claims.

Person Responsible

Lindsey Oakes

Schedule

On 5/30/2018

Evidence of Completion

Student evidence will include the use of close reading strategies independently therefore increasing reading proficiency as measured by iReady and common assessment data.

G2. Riverside Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
(Division Priority: Narrow Achievement Gaps) **1**

 G094759

G2.B1 Teachers lack the understanding of the scope and depth of grade level reading and math standards.

2

 B254790

G2.B1.S1 Coaches and administration will actively plan and deconstruct math and reading standards with classroom teachers. **4**

 S269149

Strategy Rationale

Purposeful, focused planning of math lessons that meet the rigor and depth of the standard ensure that students progress toward mastery.

Action Step 1 **5**

Reading coaches, math coach, and administration will facilitate the common planning process to ensure the rigor and depth of the reading and math standards are planned and taught with fidelity.

Person Responsible

Lindsey Oakes

Schedule

Weekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Reading and math lesson plans and lessons observed will include activities that are on the trajectory toward or reach the full intent and depth of each standard.

Action Step 2 **5**

Reading coaches, math coach, and administration will assist teachers with deconstructing of grade level math standards.

Person Responsible

Tameika Scott Smith

Schedule

Weekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Reading and math lesson plans and lessons observed will include activities that are on the trajectory toward or reach the full intent and depth of the standard.

Action Step 3 5

School DPLC members will facilitate professional development, sharing the work of the District DPLC on academic vocabulary and literacy across content areas.

Person Responsible

Kimberly Hankerson

Schedule

Monthly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Reading and math lesson plans and lesson execution will be monitored for introduction and use of academic vocabulary and the incorporation of literacy in all content areas.

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

Reading coaches, math coach, and administration will review lesson plans and conduct classroom walkthroughs, informal and formal observations to ensure lessons are aligned to the standards.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Classroom walkthroughs, and observations will be conducted weekly to ensure that the standards are being taught and the activities planned align with the standard.

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

Reading and math common assessment and iReady data will be monitored by the reading and math coaches and administration.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 8/25/2017 to 5/30/2018

Evidence of Completion

The math coach and administration will monitor common assessment and iReady data for increases in percentage of students mastering grade level math standards.

G2.B2 There is no evidence of differentiated centers or small group lessons in reading and math. **2**

 B254791

G2.B2.S1 The reading and math coaches will provide professional development on the creation and planning of differentiated small group lessons and centers. **4**

 S269150

Strategy Rationale

Differentiated instruction is critical to provide the opportunity of maximum growth for all students. It is imperative that teachers acquire a deeper understanding of adapting instruction so that each students' potential is achieved.

Action Step 1 **5**

Professional development will be provided to teachers on the differentiation of math centers and small group lessons.

Person Responsible

Tameika Scott Smith

Schedule

Weekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Lesson plans will be monitored to ensure they include small group lessons and centers that are differentiated.

Action Step 2 **5**

The math coach, administration, and teachers will meet weekly to analyze math data to make instructional decisions about small group lessons and centers.

Person Responsible

Tameika Scott Smith

Schedule

Weekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Agenda and minutes of meetings will be used to document completion of meetings. Follow-up observations will be completed and feedback will be provided to ensure correct implementation of differentiated small group and centers.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs and formal and informal observations will be used to monitor the implementation of differentiated small group lessons and centers.

Person Responsible

Tameika Scott Smith

Schedule

Weekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

iReady growth monitoring and common assessment data will be used as evidence of differentiated small group lessons and centers.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The student work assigned in small group and in centers will show evidence of differentiation.

Person Responsible

Tameika Scott Smith

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

iReady growth monitoring and common assessment data will show a steady increase in student proficiency.

G3. Riverside Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness) **1**

 G094760

G3.B1 Teachers lack the appropriate resources to implement enrichment properly. **2**

 B254792

G3.B1.S1 Reading enrichment materials will be provided to teachers by the reading and MTSS coaches.

4

 S269151

Strategy Rationale

Providing instructional materials will reduce the amount of time teachers have to devote to planning and locating materials to enrich students.

Action Step 1 **5**

The third grade reading enrichment teacher will be provided Comprehension Toolkit materials. Fourth and fifth grade reading enrichment teachers will be provided and trained on the use of Document Based Question (DBQ) binders.

Person Responsible

Jennifer Petit-Frere

Schedule

On 5/30/2018

Evidence of Completion

Third through fifth grade reading enrichment teachers will teach enrichment lessons using Comprehension Toolkit and DBQ materials.

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

Our reading coach will provide materials, and train and support teachers in the implementation of enrichment activities. The reading coach and administration will conduct classroom walkthroughs to monitor the fidelity of implementation.

Person Responsible

Kimberly Hankerson

Schedule

Weekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Classroom walkthrough data will show evidence that Comprehension Toolkit and DBQ lessons are being taught with fidelity; and higher order thinking questions that require students to draw text evidence from informational text are being asked of students.

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

To monitor for effectiveness reading common assessment and iReady data for the highest quartile of students will be monitored by the reading coach and administration.

Person Responsible

Jennifer Petit-Frere

Schedule

Biweekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

The reading coach and administration will monitor common assessment and iReady data for increases in percentage of students mastering grade level ELA standards.

G3.B3 Students are not provided opportunities for subject matter acceleration. **2**

 B254794

G3.B3.S1 If eligible, students will be provided the opportunity to participate in subject matter accelerated math courses. **4**

 S269152

Strategy Rationale

Providing accelerated courses allows students who perform at the highest academic levels and are ready for academically challenging curriculum the opportunity for subject matter acceleration and appropriate educational planning.

Action Step 1 **5**

Students in grades 4 and 5 who scored a level 5 or high level 4 on the 2017 Math FSA assessment will be provided the opportunity to participate in subject matter acceleration in math through Orange County Virtual School.

Person Responsible

Tameika Scott Smith

Schedule

Biweekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Student data from coursework, quizzes, and tests will be monitored to assure students are successful in the accelerated course.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Student classwork, quiz, and test data will be pulled and analyzed by the math coach to assure participating students are making sufficient progress and are successful in the program.

Person Responsible

Tameika Scott Smith

Schedule

Biweekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

The math coach will pull and compile data to share with the principal biweekly to discuss the students' progression and success in the program. Documentation of students' scores and and communication with the students' parents will be recorded by the math coach.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

iReady data for students participating in the math acceleration course will be closely monitored to ensure students are demonstrating mastery of the following year's grade level standards in math.

Person Responsible

Tameika Scott Smith

Schedule

On 5/30/2018

Evidence of Completion

iReady diagnostic and growth monitoring data will be collected in a notebook and will reflect that students are making consistent progress toward mastery of the following year's grade level standards in math.

G3.B3.S2 Students will maintain academic notebooks to record and represent their learning. 4

 S269153

Strategy Rationale

Academic notebooks will provide students a reference and help them become aware of their progress toward mastery of the standard.

Action Step 1 5

Teachers will be trained on the purpose and use of academic notebooks.

Person Responsible

Lindsey Oakes

Schedule

Every 2 Months, from 8/2/2017 to 5/30/2018

Evidence of Completion

The use and feedback provided to students' academic notebooks will be monitored by the coaches and administration; and feedback will be provided via classroom walkthrough and iObservation forms.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Teachers will monitor student interaction with their notebooks and provide frequent written feedback to students in their notebooks.

Person Responsible

Kimberly Hankerson

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teachers will be asked to bring current student interactive notebooks to common planning sessions. Interactive notebooks will be checked by coaches and administration using the Interactive Notebook Check Form.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Along with monthly checks, continuous professional development and guidance will be provided by the coaches on interactive notebook use and resources.

Person Responsible

Lindsey Oakes

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student academic notebooks will be collected and reviewed during classroom walkthroughs, observations, and common planning sessions. Coaches will complete and provide teachers feedback from their monthly interactive notebook checks.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1 M383809	Student goal sheets, common assessment and iReady will be collected and reviewed throughout the...	Scott Smith, Tameika	9/6/2016	Classroom teachers will share student growth on goal sheets, common assessment and i-Ready diagnostic and growth monitoring scores on a data sheet which will be discussed during data meetings between the classroom teacher and school leadership team.	5/26/2017 every-3-weeks
G2.B2.S1.MA1 M383807	The student work assigned in small group and in centers will show evidence of differentiation.	Scott Smith, Tameika	9/6/2016	iReady growth monitoring and common assessment data will show a steady increase in student proficiency.	5/26/2017 monthly
G1.B2.S2.A1 A359166	Members of the Riverside DPLC will build the capacity of classroom teachers on the use of close...	Oakes, Lindsey	9/13/2017	Whole and small group lesson plans will include evidence of the use of close reading strategies.	5/9/2018 monthly
G1.MA1 M383804	Common assessment and i-Ready data will be collected and reviewed throughout the year. Classroom...	Hankerson, Kimberly	8/28/2017	Common assessment and i-Ready data will be reviewed by the classroom teacher, administration, and the leadership team during weekly data meetings.	5/30/2018 weekly
G3.MA1 M383816	iReady data will be collected and reviewed throughout the year to monitor student mastery of...	Hankerson, Kimberly	9/11/2017	Classroom teachers and the coaches will monitor iReady diagnostic and growth monitoring scores on goal sheets. Student data will be discussed during data meetings between the classroom teacher and school leadership team.	5/30/2018 monthly
G1.B1.S1.MA1 M383798	Common assessment and iReady data will be reviewed by the classroom teacher, administration, and...	Hankerson, Kimberly	8/7/2017	Common assessment and i-Ready data will be reviewed by the classroom teacher, administration, and the leadership team at weekly data meetings.	5/30/2018 weekly
G1.B1.S1.MA1 M383799	Feedback will be provided on classroom walkthroughs and lesson plans to show improvement of...	Hankerson, Kimberly	8/14/2017	Lesson plans will be reviewed and classroom observations will be conducted throughout the year to ensure that differentiation is being implemented with fidelity within lessons.	5/30/2018 weekly
G1.B1.S1.A1 A359162	Riverside's reading coaches will implement the coaching cycle for teachers identified as tier 2 and...	Oakes, Lindsey	8/2/2017	An agenda and handouts for initial meeting. Participants will complete an exit slip to demonstrate understanding at the meeting. Reading coach and administration will complete classroom walkthroughs focusing on differentiation during small group instruction and provide feedback to the teachers.	5/30/2018 monthly
G1.B1.S1.A2 A359163	Teachers will provide differentiated instruction during small group reading instruction.	Hankerson, Kimberly	8/14/2017	Classroom walkthroughs will be completed by the administration and coaches to provide specific feedback on small group differentiation and its alignment to the lesson plans.	5/30/2018 biweekly
G1.B2.S1.MA1 M383800	During common planning, teachers will work the reading and math coaches and administration to...	Hankerson, Kimberly	9/1/2017	Common assessment and iReady reading and math data will be used to monitor student gains and deficiencies.	5/30/2018 weekly
G1.B2.S1.MA1 M383801	Administration and coaches will be actively involved in the lesson planning process. Execution of...	Hankerson, Kimberly	8/2/2017	Lesson plans, classroom walkthrough data, and observations.	5/30/2018 weekly

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Riverside Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1 A359164	School administrators will provide professional development on Marzano's High Yield strategies...	Hankerson, Kimberly	8/9/2017	An agenda, sign-in sheet, PowerPoint presentation handout will be collected to demonstrate completion of this activity. Implementation of these strategies will be monitored through lesson plans. Strategies should be observed during classroom walkthroughs, informal and/or formal observations.	5/30/2018 monthly
G1.B2.S1.A2 A359165	The reading and math coaches will guide teachers in the use of Marzano's high yield strategies and...	Hankerson, Kimberly	8/2/2017	PLC meeting minutes and handouts on standards will be used as documentation of completion of this activity.	5/30/2018 monthly
G2.B1.S1.MA1 M383805	Reading and math common assessment and iReady data will be monitored by the reading and math...	Hankerson, Kimberly	8/25/2017	The math coach and administration will monitor common assessment and iReady data for increases in percentage of students mastering grade level math standards.	5/30/2018 weekly
G2.B1.S1.MA1 M383806	Reading coaches, math coach, and administration will review lesson plans and conduct classroom...	Hankerson, Kimberly	8/2/2017	Classroom walkthroughs, and observations will be conducted weekly to ensure that the standards are being taught and the activities planned align with the standard.	5/30/2018 weekly
G2.B1.S1.A1 A359167	Reading coaches, math coach, and administration will facilitate the common planning process to...	Oakes, Lindsey	8/2/2017	Reading and math lesson plans and lessons observed will include activities that are on the trajectory toward or reach the full intent and depth of each standard.	5/30/2018 weekly
G2.B1.S1.A2 A359168	Reading coaches, math coach, and administration will assist teachers with deconstructing of grade...	Scott Smith, Tameika	8/2/2017	Reading and math lesson plans and lessons observed will include activities that are on the trajectory toward or reach the full intent and depth of the standard.	5/30/2018 weekly
G2.B1.S1.A3 A359169	School DPLC members will facilitate professional development, sharing the work of the District DPLC...	Hankerson, Kimberly	9/13/2017	Reading and math lesson plans and lesson execution will be monitored for introduction and use of academic vocabulary and the incorporation of literacy in all content areas.	5/30/2018 monthly
G2.B2.S1.MA1 M383808	Classroom walkthroughs and formal and informal observations will be used to monitor the...	Scott Smith, Tameika	9/11/2017	iReady growth monitoring and common assessment data will be used as evidence of differentiated small group lessons and centers.	5/30/2018 weekly
G2.B2.S1.A1 A359170	Professional development will be provided to teachers on the differentiation of math centers and...	Scott Smith, Tameika	9/11/2017	Lesson plans will be monitored to ensure they include small group lessons and centers that are differentiated.	5/30/2018 weekly
G2.B2.S1.A2 A359171	The math coach, administration, and teachers will meet weekly to analyze math data to make...	Scott Smith, Tameika	9/11/2017	Agenda and minutes of meetings will be used to document completion of meetings. Follow-up observations will be completed and feedback will be provided to ensure correct implementation of differentiated small group and centers.	5/30/2018 weekly
G3.B1.S1.MA1 M383810	To monitor for effectiveness reading common assessment and iReady data for the highest quartile of...	Petit-Frere, Jennifer	9/11/2017	The reading coach and administration will monitor common assessment and iReady data for increases in percentage of students mastering grade level ELA standards.	5/30/2018 biweekly
G3.B1.S1.MA1 M383811	Our reading coach will provide materials, and train and support teachers in the implementation of...	Hankerson, Kimberly	9/11/2017	Classroom walkthrough data will show evidence that Comprehension Toolkit and DBQ lessons are being taught with fidelity; and higher order thinking questions that require students to draw	5/30/2018 weekly

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Riverside Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				text evidence from informational text are being asked of students.	
G3.B1.S1.A1 A359172	The third grade reading enrichment teacher will be provided Comprehension Toolkit materials.Fourth...	Petit-Frere, Jennifer	9/11/2017	Third through fifth grade reading enrichment teachers will teach enrichment lessons using Comprehension Toolkit and DBQ materials.	5/30/2018 one-time
G3.B3.S1.MA1 M383812	iReady data for students participating in the math acceleration course will be closely monitored to...	Scott Smith, Tameika	9/11/2017	iReady diagnostic and growth monitoring data will be collected in a notebook and will reflect that students are making consistent progress toward mastery of the following year's grade level standards in math.	5/30/2018 one-time
G3.B3.S1.MA1 M383813	Student classwork, quiz, and test data will be pulled and analyzed by the math coach to assure...	Scott Smith, Tameika	9/4/2017	The math coach will pull and compile data to share with the principal biweekly to discuss the students' progression and success in the program. Documentation of students' scores and communication with the students' parents will be recorded by the math coach.	5/30/2018 biweekly
G3.B3.S1.A1 A359173	Students in grades 4 and 5 who scored a level 5 or high level 4 on the 2017 Math FSA assessment...	Scott Smith, Tameika	9/4/2017	Student data from coursework, quizzes, and tests will be monitored to assure students are successful in the accelerated course.	5/30/2018 biweekly
G1.B2.S2.MA1 M383802	Students will use close reading strategies independently to determine purpose, present careful...	Oakes, Lindsey	9/13/2017	Student evidence will include the use of close reading strategies independently therefore increasing reading proficiency as measured by iReady and common assessment data.	5/30/2018 one-time
G1.B2.S2.MA1 M383803	Instructional coaches and administration will actively participate in the lesson planning process...	Hankerson, Kimberly	9/13/2017	Close reading strategies will be evident in whole and small group lesson plans, taught in whole and small groups, and documented on classroom walkthrough forms.	5/30/2018 weekly
G3.B3.S2.MA1 M383814	Along with monthly checks, continuous professional development and guidance will be provided by the...	Oakes, Lindsey	8/14/2017	Student academic notebooks will be collected and reviewed during classroom walkthroughs, observations, and common planning sessions. Coaches will complete and provide teachers feedback from their monthly interactive notebook checks.	5/30/2018 weekly
G3.B3.S2.MA1 M383815	Teachers will monitor student interaction with their notebooks and provide frequent written...	Hankerson, Kimberly	8/14/2017	Teachers will be asked to bring current student interactive notebooks to common planning sessions. Interactive notebooks will be checked by coaches and administration using the Interactive Notebook Check Form.	5/30/2018 monthly
G3.B3.S2.A1 A359174	Teachers will be trained on the purpose and use of academic notebooks.	Oakes, Lindsey	8/2/2017	The use and feedback provided to students' academic notebooks will be monitored by the coaches and administration; and feedback will be provided via classroom walkthrough and iObservation forms.	5/30/2018 every-2-months

V. Professional Development Opportunities

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

G1. Riverside Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G1.B1 Riverside's teachers lack proficiency in implementing differentiated instruction within their classroom.

G1.B1.S1 The instructional coaches will provide professional development and ongoing support on differentiated instruction and work closely with the teachers that are struggling with this implementation .

PD Opportunity 1

Riverside's reading coaches will implement the coaching cycle for teachers identified as tier 2 and 3 teachers, and those identified through classroom walkthrough and observation data.

Facilitator

Lindsey Oakes

Participants

teachers

Schedule

Monthly, from 8/2/2017 to 5/30/2018

G1.B2 Riverside's teachers are resistant to implement with fidelity the rigor of the standards.

G1.B2.S1 Riverside's teachers will work with administration and instructional coaches to develop a deeper understanding of the reading and math standards, and the rigor necessary to move the students towards mastery of the standard.

PD Opportunity 1

School administrators will provide professional development on Marzano's High Yield strategies addressing content.

Facilitator

Kimberly Hankerson and Brenda Ruddell

Participants

All teachers

Schedule

Monthly, from 8/9/2017 to 5/30/2018

PD Opportunity 2

The reading and math coaches will guide teachers in the use of Marzano's high yield strategies and the District's CRMs to ensure planned lessons and activities align to and reach the full intent of the reading and math standards.

Facilitator

Lindsey Oakes, Jennifer Petit-Frere, Tameika Scott-Smith

Participants

ELA teachers

Schedule

Monthly, from 8/2/2017 to 5/30/2018

G1.B2.S2 Through the work of the DPLC teachers will increase their knowledge and application of close reading strategies.

PD Opportunity 1

Members of the Riverside DPLC will build the capacity of classroom teachers on the use of close reading strategies.

Facilitator

Kimberly Hankerson

Participants

teachers

Schedule

Monthly, from 9/13/2017 to 5/9/2018

G2. Riverside Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
(Division Priority: Narrow Achievement Gaps)

G2.B1 Teachers lack the understanding of the scope and depth of grade level reading and math standards.

G2.B1.S1 Coaches and administration will actively plan and deconstruct math and reading standards with classroom teachers.

PD Opportunity 1

Reading coaches, math coach, and administration will facilitate the common planning process to ensure the rigor and depth of the reading and math standards are planned and taught with fidelity.

Facilitator

Lindsey Oakes, Jennifer Petit-Frere, Tameika Scott Smith, Kimberly Hankerson, Brenda Ruddell

Participants

All teachers

Schedule

Weekly, from 8/2/2017 to 5/30/2018

PD Opportunity 2

Reading coaches, math coach, and administration will assist teachers with deconstructing of grade level math standards.

Facilitator

Lindsey Oakes, Jennifer Petit-Frere Tameika Scott Smith, Kimberly Hankerson, Brenda Ruddell

Participants

All teachers

Schedule

Weekly, from 8/2/2017 to 5/30/2018

PD Opportunity 3

School DPLC members will facilitate professional development, sharing the work of the District DPLC on academic vocabulary and literacy across content areas.

Facilitator

Lindsey Oakes, Jennifer Petit-Frere, Tameika Scott-Smith, Kimberly Hankerson, and School DPLC members

Participants

teachers

Schedule

Monthly, from 9/13/2017 to 5/30/2018

G2.B2 There is no evidence of differentiated centers or small group lessons in reading and math.

G2.B2.S1 The reading and math coaches will provide professional development on the creation and planning of differentiated small group lessons and centers.

PD Opportunity 1

Professional development will be provided to teachers on the differentiation of math centers and small group lessons.

Facilitator

Tameika Scott Smith

Participants

All teachers

Schedule

Weekly, from 9/11/2017 to 5/30/2018

PD Opportunity 2

The math coach, administration, and teachers will meet weekly to analyze math data to make instructional decisions about small group lessons and centers.

Facilitator

Tameika Scott Smith, Kimberly Hankerson, and Brenda Ruddell

Participants

teachers

Schedule

Weekly, from 9/11/2017 to 5/30/2018

VII. Budget

1	G1.B1.S1.A1	Riverside's reading coaches will implement the coaching cycle for teachers identified as tier 2 and 3 teachers, and those identified through classroom walkthrough and observation data.				\$0.00
2	G1.B1.S1.A2	Teachers will provide differentiated instruction during small group reading instruction.				\$0.00
3	G1.B2.S1.A1	School administrators will provide professional development on Marzano's High Yield strategies addressing content.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary			\$0.00
4	G1.B2.S1.A2	The reading and math coaches will guide teachers in the use of Marzano's high yield strategies and the District's CRMs to ensure planned lessons and activities align to and reach the full intent of the reading and math standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary			\$0.00
5	G1.B2.S2.A1	Members of the Riverside DPLC will build the capacity of classroom teachers on the use of close reading strategies.				\$0.00
6	G2.B1.S1.A1	Reading coaches, math coach, and administration will facilitate the common planning process to ensure the rigor and depth of the reading and math standards are planned and taught with fidelity.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary	General Fund		\$250.00
			<i>Notes: As part of the common planning process, grade levels will be provided a copy of the Common Core Companion for ELA and math.</i>			
7	G2.B1.S1.A2	Reading coaches, math coach, and administration will assist teachers with deconstructing of grade level math standards.				\$0.00
8	G2.B1.S1.A3	School DPLC members will facilitate professional development, sharing the work of the District DPLC on academic vocabulary and literacy across content areas.				\$0.00
9	G2.B2.S1.A1	Professional development will be provided to teachers on the differentiation of math centers and small group lessons.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary			\$0.00
10	G2.B2.S1.A2	The math coach, administration, and teachers will meet weekly to analyze math data to make instructional decisions about small group lessons and centers.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary			\$0.00

Orange - 1251 - Riverside Elementary - 2017-18 SIP
Riverside Elementary

11	G3.B1.S1.A1	The third grade reading enrichment teacher will be provided Comprehension Toolkit materials. Fourth and fifth grade reading enrichment teachers will be provided and trained on the use of Document Based Question (DBQ) binders.				\$0.00
12	G3.B3.S1.A1	Students in grades 4 and 5 who scored a level 5 or high level 4 on the 2017 Math FSA assessment will be provided the opportunity to participate in subject matter acceleration in math through Orange County Virtual School.				\$0.00
13	G3.B3.S2.A1	Teachers will be trained on the purpose and use of academic notebooks.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Riverside Elementary	General Fund		\$1,500.00
			Notes: These funds will be used to purchase reading, math, and science interactive notebooks for each teacher; and chart paper to create anchor charts to use with interactive notebooks.			
					Total:	\$1,750.00