

Miami-Dade County Public Schools

Riverside Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	100%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 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 School

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.

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 in discussions with the stakeholders to become familiar with the students' cultures. The administrative team and staff organizes meetings such as Open House, 2nd Cup of Coffee, and Parent-Teacher Conferences. Also, the teachers create and implement beginning-of-the-year activities such as interest inventories and "All About Me" activities to get to know students' cultures, what they enjoy, and to build a relationship between teacher/student and peer social interaction. The administrative team and staff uses the information acquired and/or observations from these events to create and implement professional development for the staff related to cultural 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 disciplinary 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 identified 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 as need-basis to address students' emotional needs in a timely manner.

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.

Last year's Early Warning System data demonstrates that 101 students in kindergarten to grade five were absent. Furthermore, the Dashboard data provided to Tier Two Schools indicates that 15% of the student population was absent 11 to 15 days the previous school year; 16% of the student population was absent 16 to 30 days; and four 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 203 students in kindergarten to grade five who failed a course in English Language Arts or Mathematics. The itemized quantity include 3 students in kindergarten; 21 students in grade one; 32 students in grade two; 52 students in grade three; 44 students in grade four; and 51 students in grade five.

Furthermore, during the 2016-2017 school year, the Early Warning System data demonstrated that 355 students in kindergarten to grade five scored a level one or two on the statewide assessment. Additionally, the itemized quantity included 4 students in kindergarten; 17 students in grade one; 63 students in grade two; 92 students in grade three; 81 students in grade four; and 98 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	21	32	52	44	51	0	0	0	0	0	0	0	203
Level 1 on statewide assessment	4	17	63	92	81	98	0	0	0	0	0	0	0	355

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	3	20	57	38	76	84	0	0	0	0	0	0	0	278

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, including the use Wonder Works for students working below grade level. 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 programs 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 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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As part of the Title I Program, the school is developing a Parental Involvement Plan (PFEP).

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. In addition, the school has formed a partnership through the Executive Pass Program with a business leader from Evershore Financial Group to help increase student and staff attendance as well as improve parental and community involvement.

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
Paramore Respress, Erica	Principal
Navarro, Anna	Assistant Principal
Vecino, Lana	Assistant Principal
Morales-Rojas, Mayelin	Instructional Coach
DePeralta, Gloria	Instructional Coach
Izquierdo, Marisol	Instructional Coach
Juantorena, Yria	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

Yria Juantorena - Instructional Mathematics Coach, Grades K-2

Melissa Williams - Instructional Science Coach, 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 a liaison 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 who are 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 (PFEP – 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 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.

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
Reyna Cardoza	Education Support Employee
Elizabeth Martinez	Teacher
Erica Paramore-Respress	Principal
Joseph Gebara	Business/Community
Deymili Rivas	Parent
Mirian Olortegui	Parent
Glenda Rivas	Parent
James Brown	Business/Community
Leon Bichachi	Business/Community
Natalie Mesa	Teacher
Jessica Suchecki	Teacher
Barbara Rodriguez	Teacher
Donna Schipilliti	Teacher
Shelicia Bartley	Teacher
Lula Roberts	Education Support Employee
Karen Rivera	Education Support Employee
Zulema Acosta	Parent
Biana LLanos	Parent
Iris Esquivel	Parent
Lila ESquivel	Student
Adriana Rodriguez	Student
	Student

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

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 successful 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 as 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.

EESAC funds were utilized for student incentives, namely perfect attendance incentives in the form of Field Trips, totaling almost \$17,000 . These funds were also utilized to recognize the students' performance on assessments, improvement recognition, and incentives for perfect attendance and good citizenship.

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
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
Picon, Lizy	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

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

Lizy Picon - ESOL Chairperson

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.

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 i-Ready assessments. Teachers will meet every Wednesday after early dismissal to engage in planning 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: Aurora Ojito (Beginning 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.

First Grade

Mentor: Marisol Padron (Mathematics) Irma Nunez (Reading)

Mentees Assigned: Arelys Garcia (Beginning 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.

Second Grade

Mentor: Ana Pineda (Mathematics) and Karen Ruiz (Reading)

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.

Third Grade

Mentor: Michelle Lopez (Reading) and Iliana Zamora (Mathematics)

Mentees Assigned: Delia Millan (new to the 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) and Janet Jackson (Mathematics)

Mentees Assigned: Bodden (New to the Grade Level) Padilla (New to the school)

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 Daniel Quintana (Reading)

Mentee Assigned: Georgina Fernandez (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 programs 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 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.

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.

Also, the teachers 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 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. If core instruction is improved across all grade levels, then student proficiency in literacy will increase.

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 improved across all grade levels, then student proficiency in literacy will increase.

1a

G096932

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
ELA/Reading Gains	65.0

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 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 8/21/2017 to 2/9/2018

Evidence of Completion

i-Ready reports 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 improved across all grade levels, then student proficiency in literacy will increase. 1

G096932

G1.B1 Limited evidence of effectively implementing the Gradual Release Model. 2

B260767

G1.B1.S1 Targeted collaborative planning with a focus on identifying I Do, We Do, They Do, You Do portions of the lesson 4

S276148

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 8/21/2017 to 2/9/2018

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

Marisol Izquierdo

Schedule

Weekly, from 8/21/2017 to 2/9/2018

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

Marisol Izquierdo

Schedule

Every 3 Weeks, from 8/21/2017 to 2/9/2018

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 8/21/2017 to 2/9/2018

Evidence of Completion

Walkthrough calendar and notes with feedback

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

Weekly, from 8/21/2017 to 2/9/2018

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

Biweekly, from 8/21/2017 to 6/7/2018

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
2018					
G1.MA1  M399892	Data from i-Ready reports and Topic Assessments will be assembled and discussed with teachers...	Paramore Respress, Erica	8/21/2017	i-Ready reports and Topic assessments	2/9/2018 monthly
G1.B1.S1.MA1  M399891	Conduct mini-walk-throughs by Administration and Instructional Coaches to monitor the instruction...	Paramore Respress, Erica	8/21/2017	Common planning lessons, Classroom walk-through logs	2/9/2018 weekly
G1.B1.S1.A1  A371645	Identify I Do, We Do, They Do, and You Do portions of instruction in the lesson plans	Paramore Respress, Erica	8/21/2017	Sign-in sheets and agenda	2/9/2018 weekly
G1.B1.S1.A2  A371646	Select appropriate resources to utilize during the Gradual Release Model of Instruction	Izquierdo, Marisol	8/21/2017	Sign-in sheets, agendas, and lesson plans	2/9/2018 weekly
G1.B1.S1.A3  A371647	Conduct coaching cycles based on the individual needs of teachers.	Izquierdo, Marisol	8/21/2017	Coaching calendar; coaching logs; sign-in sheets and agendas.	2/9/2018 every-3-weeks
G1.B1.S1.A4  A371648	Conduct instructional walkthroughs by administration to monitor the use of the Gradual Release...	Paramore Respress, Erica	8/21/2017	Walkthrough calendar and notes with feedback	2/9/2018 weekly
G1.B1.S1.MA1  M399890	Provide support to identified teachers through coaching cycles and additional support during common...	Paramore Respress, Erica	8/21/2017	Classroom walk-through logs, Coaching cycle logs and Coaching Calendars	6/7/2018 biweekly

V. Professional Development Opportunities

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

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	Identify I Do, We Do, They Do, and You Do portions of instruction in the lesson plans	\$0.00
2	G1.B1.S1.A2	Select appropriate resources to utilize during the Gradual Release Model of Instruction	\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles based on the individual needs of teachers.	\$0.00
4	G1.B1.S1.A4	Conduct instructional walkthroughs by administration to monitor the use of the Gradual Release Model throughout the instructional block.	\$0.00
Total:			\$0.00