Orange County Public Schools

Riverdale Elementary

2019-20 Schoolwide Improvement Plan

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Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

https://riverdalees.ocps.net/

Demographics

Principal: William Charlton

Start Date for this Principal: 7/31/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Charlton, William	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development is offered. Ultimately responsible for monitoring of all progress monitoring data (iReady data, intervention data, summative data and other important data such as attendance data). Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Communicates with parents regarding school based plans and activities, designates members of the Leadership Team as grade level liaisons, and meets as a member of the Leadership Team for collaboration.
Ragley, Margaret	Instructional Coach	Provides guidance with K-12 Reading and Math Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development and model lessons on high yield strategies and best practices for instruction, facilitates PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walk-throughs to aid in the coaching process. Responsible for monitoring teacher walk-through data to ensure high yield strategies and best practices for instruction presented at professional development are implemented as expected along with actionable feedback given through observation and walk-throughs. Meets as a member of the Leadership Team for collaboration.
Faircloth, Amber	Other	Testing Coordinator, provides guidance with K-5 math and science instruction, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the reading and math tutoring programs, supports professional development on high yield strategies and best practices in the areas of math and science, facilitates PLC meetings that address lesson planning, instructional practices and data analysis, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, may conduct some coaching observations and walk-throughs to aid in the coaching process, coordinates community volunteers program used to provide small group instruction and remediation in the classroom, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.
Greifenstein, Virginia	Instructional Media	Provides support with the K-12 Reading Plan, facilitates school-wide reading initiatives and monitors and reports Accelerated Reader (AR) and Math Facts data, supports the implementation of Tier I, Tier II and Tier III

Name	Title	Job Duties and Responsibilities
		intervention plans that address goals identified in the SIP, provides resources for staff members on high yield strategies and best practices in the area of reading, manages textbook and fixed asset inventories, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.
Reller, Kerry	Other	Team leader for ASD units at Riverdale Elementary. Supports the staff teaching these units by providing academic resources to support the curriculum as well as behavior support. Behavior support includes crisis intervention, student observation, data collection on targeted behaviors, creation of behavior plans, and analyzing data to create behavior plans. Monitors behavior data of students in ESE at Riverdale along with needs in the general student population. Meets as a member of the Leadership Team for collaboration.
Leon, Erica	Other	Coordinates and supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates MTSS meetings and provides follow-up to ensure student success, monitors intervention data and coaches teachers on ways to improve instruction based on data. Supports students who are ELL and teachers with instructional strategies, coordinates and administers all assessments and manages documents for ELL compliance, supplies classroom resources to assist ELL students with their acquisition of the English language, provides training for instructional staff on the specific needs of students who are ELL, facilitates and supports data collection activities, monitors ELL assessment data, assists in data analysis, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	103	102	123	97	121	0	0	0	0	0	0	0	661
Attendance below 90 percent	19	18	20	20	23	23	0	0	0	0	0	0	0	123
One or more suspensions	0	0	2	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	4	5	2	10	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	39	30	10	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	13	8	12	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

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	15	22	27	26	22	23	0	0	0	0	0	0	0	135
One or more suspensions	0	1	0	3	5	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	1	0	5	4	1	7	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	33	46	44	0	0	0	0	0	0	0	123

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	15	13	16	0	0	0	0	0	0	0	47

Prior Year - Updated

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	15	22	27	26	22	23	0	0	0	0	0	0	0	135
One or more suspensions	0	1	0	3	5	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	1	0	5	4	1	7	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	33	46	44	0	0	0	0	0	0	0	123

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	15	13	16	0	0	0	0	0	0	0	47

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	57%	57%	53%	54%	55%
ELA Learning Gains	62%	58%	58%	63%	58%	57%
ELA Lowest 25th Percentile	56%	52%	53%	46%	53%	52%
Math Achievement	55%	63%	63%	56%	61%	61%
Math Learning Gains	67%	61%	62%	60%	64%	61%
Math Lowest 25th Percentile	55%	48%	51%	46%	54%	51%
Science Achievement	56%	56%	53%	54%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	115 (0)	103 (0)	102 (0)	123 (0)	97 (0)	121 (0)	661 (0)
Attendance below 90 percent	19 (15)	18 (22)	20 (27)	20 (26)	23 (22)	23 (23)	123 (135)
One or more suspensions	0 (0)	0 (1)	2 (0)	2 (3)	0 (5)	1 (0)	5 (9)
Course failure in ELA or Math	0 (1)	1 (0)	4 (5)	5 (4)	2 (1)	10 (7)	22 (18)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (33)	30 (46)	10 (44)	79 (123)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	55%	-3%	58%	-6%
	2018	55%	55%	0%	57%	-2%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	43%	54%	-11%	56%	-13%
Same Grade Comparison		3%				
Cohort Comparison		-9%				
05	2019	53%	54%	-1%	56%	-3%
	2018	44%	55%	-11%	55%	-11%
Same Grade Comparison		9%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	62%	-8%	62%	-8%
	2018	57%	61%	-4%	62%	-5%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	60%	63%	-3%	64%	-4%
	2018	45%	62%	-17%	62%	-17%
Same Grade Comparison		15%				
Cohort Comparison		3%				
05	2019	41%	57%	-16%	60%	-19%
	2018	43%	59%	-16%	61%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	54%	-1%	53%	0%
	2018	46%	53%	-7%	55%	-9%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	38	33	12	46	47					
ELL	43	59	53	53	70	63	53				
ASN	77			85							
BLK	48	57		49	62		45				
HSP	45	58	63	51	68	62	54				
WHT	67	71		63	69		63				
FRL	47	57	57	46	59	54	49				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	27	24	13	15	16	5				
ELL	30	40	42	31	37	23	6				
ASN	88	83		88	83						
BLK	47	47		53	34		44				
HSP	39	45	42	43	45	29	33				
WHT	64	40		61	48		61				
FRL	47	44	40	48	44	21	36				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	45	35	13	39	30	20				
ELL	33	44	32	43	68	55	47				
ASN	80	73		93	91						
BLK	48	65		52	38		31				
HSP	50	59	37	52	62	43	59				
WHT	54	68	70	59	64	67	52				
FRL	53	63	46	56	60	46	54				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement (proficiency) at 53%. Many of our 3rd, 4th, and 5th grade students are building on their ability to read, but are still below grade level. A large portion of our 3rd, 4th & 5th grade ELA teachers are continuing to work on focusing their instruction for their bubble students. An additional concern is that a 4th grade ELA teacher resigned mid-school year (2017-18 & 2018-19) and those classes suffered in both instruction and assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

None. We improved in all areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement (proficiency) was 55%, 7 percentage points lower than the state average of 62%. There is less instructional time devoted to math. The state does not have a required or uninterrupted time block for this subject to be taught. Small group instruction was inconsistent and curriculum was not adjusted to students as often as needed. Because many of our students struggle with reading, it translates to difficulties while taking the math assessments, as well through word problems.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Lowest 25th Percentile. Our school push-in support for our lowest 25th percentile students and we tracked their data weekly to adjust instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90% is an area of concern for our school. There were 19% of our total students who struggle with attendance & tardies.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Proficiency
2. ELA Proficiency
3. Lowest 25% Learning Gains (ELA & Math)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities (SWD) will increase ELA learning gains. (ESSA)
Rationale	Students with disabilities subgroup did not increase their ELA learning gains as much as we wanted this year. This focus also supports the division priority of Narrowing Achievement Gaps.
State the measurable outcome the school plans to achieve	Students with disabilities will increase their learning gains 10 percentage points (from 35% to 45%).
Person responsible for monitoring outcome	William Charlton (william.charlton@ocps.net)
Evidence-based Strategy	Revamp system of how we analyze data, instructional practices, and make necessary adjustments that improve student outcomes. After ESE teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, ESE teachers have the skills to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers retain, reuse and extend practices that improve student learning and adjust or discard those that do not.
Rationale for Evidence-based Strategy	We selected this strategy because our students with disabilities continue to struggle with learning gains in all areas. Our ELA proficiency is the lowest performing category, so ELA learning gains should increase both areas.
Action Step	
Description	1. ESE teacher schedules monitored to ensure appropriate ELA instructional time. 2. Classroom Walk-Thrus will be held to determine if instruction is effective. 3. Actionable feedback will be provided after walk-thrus to enhance instruction. 4. ESE student data monitored monthly by the ESE teachers as well as the Instructional Support Team. 5. ESE student curriculum adjusted regularly to reflect the data collected each week.
Person Responsible	William Charlton (william.charlton@ocps.net)

#2	
Title	ELA learning gains for the lowest 25% will increase.
Rationale	ELA learning gains for the lowest 25% increased by 17 percentage points (from 39% to 56%). However, the Math learning gains for the lowest 25% increased by almost 50%. This focus also supports the division priority of Accelerating Student Performance.
State the measurable outcome the school plans to achieve	ELA learning gains for the lowest 25% will increase by 10 percentage points (from 56% to 66%).
Person responsible for monitoring outcome	William Charlton (william.charlton@ocps.net)
Evidence-based Strategy	Enhance small group instruction by teaching and reteaching to mastery and re-assessing.
Rationale for Evidence-based Strategy	We selected this strategy because our ELA learning gains for the lowest 25% continue to grow, but not at the pace needed for proficiency. Our ELA proficiency is the lowest performing category, so ELA learning gains should increase both areas.
Action Step	
Description	1. Professional Development in Small Group Instruction (flexible grouping, teaching to mastery & re-assessing) 2. Walkthroughs to monitor instruction. 3. Coaching Cycle for Teachers Needing Assistance 4. Hire hourly tutors to work with low performing students
Person Responsible	Margaret Ragley (margaret.ragley@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Riverdale's Culturally Responsive Plan will be implemented and regularly monitored. The assistant principal will lead these initiatives. Professional development will continue to be provided for 1) implicit and explicit bias and 2) an understanding of our commitment for an equitable education for all.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Riverdale Elementary School prides itself in creating a welcoming environment for our parents, families, and other community stakeholders. At the beginning of each school year our teachers call home to introduce themselves and invite our families to Meet the Teacher during pre-planning week. In addition its our Parent Engagement Liaison's (PEL) task to help our staff build those positive relationships with parents and families. When students register at Riverdale the PEL is called to the office to introduce themselves to the family. If available, the principal and/or assistant principal are contacted by the PEL in order to meet the newly registered family. Teachers regularly communicate with parents about their student's performance in class and their behavior. Teachers communicate this information by writing messages in students' planners, calling home, emailing or by other digital formats such as Class Dojo. Parents are also encouraged to join the school's PTA or School Advisory Council in order to provide their input. Finally families are regularly encouraged to attend all our family engagement nights (Literacy Night, Math and Science Night, etc.) and all PTA events.

PFEP Link

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

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.

Riverdale Elementary's caring teachers and staff ensures the social-emotional needs of all students are being met through a variety of student services. First, we have a full-time Guidance Counselor on staff that supports our students' well being. She implements programs such as Character of the Month and Castle Cash rewards to encourage positive choices and behaviors that provide a better school culture and learning climate. Also, our Guidance Counselor meets regularly with students, identified by staff or families, that need counseling or a caring, listening ear on a variety of topics such as anger management, making friends or managing grief.

Riverdale also has a Threat Assessment and Behavior Team. This team meets monthly to review any threats that have been made by students on campus and then recommends follow-up with students in order to track and address any social-emotional or mental health needs students may have. We are assigned a district mental health counselor that meets with our team to address any issues.

The district's health course, which is required for each student, is also a source that helps to address any social-emotional needs of our students. Self-care and learning how to interact with others in healthy ways are important topics of study in these classes.

In addition, we are adding the use of the social-emotional curriculum 2nd Step ans Zones of Regulation. These curricula will further assist our student in learning the behaviors that will aid in their personal and academic success.

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

Children ready to enter Kindergarten are invited to attend yearly summer registration and our Open House program. Parents are encouraged to enroll students early to begin the transition process. The Pre-School teacher works with students throughout the year to develop social, reading, math, and independence skills. All kindergarten students at Riverdale Elementary are assessed prior to or upon entering kindergarten in order to determine individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing.
Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and is reinforced throughout the day using a common language, re-teaching, modeling, and positive reinforcement of pro-social behavior.

There is vertical alignment between grade levels to ensure that the standards are taught at the appropriate level. This provides a foundation and preparedness for the curriculum in the next grade. Assessment data is monitored on a consistent basis in order to determine learning gains, necessary changes to instruction, and intervention programs.
Students who are transitioning to the middle school level are able to take a school tour of the middle school before the end of the year to gain insight and pertinent information. They are also invited to an orientation along with their parents to provide a smoother transition.

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.

Students participate in whole group instruction as well as small group instruction on their individual levels. Teachers analyze state, district and school assessment data to determine which students are in need of extra support. The students identified as performing below grade level are then placed in Tier II and receive additional support using appropriate interventions according to their academic needs in a small group setting. Students are progress monitored weekly and data is reviewed by the classroom teachers and school MTSS Team every six weeks. The MTSS Team collects additional data and information in order to determine if a student should be placed in Tier III. Tier III groups are small, more intensive reading groups focused on specific reading gaps. Students who do not show adequate progress are then referred to the staffing specialist for further evaluation.
Riverdale Elementary will follow the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Guidance Counselor/CCT provides services as requested by parents, teachers, and the district. We will also utilize Title III funds to provide extended learning opportunities to targeted ELL students.
Riverdale Elementary students identified as performing below grade level may be selected to participate in tutorial services for reading instruction.
The Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless Liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district.

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

Riverdale Elementary School hosts Teach-In each year on the school's campus, inviting industry & community leaders to present their careers to our students. We also encourage our teachers to plan field trips to local businesses or venues that promote STEM education. Our Partners in Education is also a great way for our students & families to interact with business & organizations that promote college & career readiness (such as UCF, Lockheed Martin, Seimens, etc.).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Students with Disabilities (SWD) will increase ELA learning gains. (ESSA)**	**$25,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	100-Salaries	0261 - Riverdale Elementary	General Fund	0.0	$25,000.00
			Notes: Salaries for hourly tutors.			
2	**III.A.**	**Areas of Focus: ELA learning gains for the lowest 25% will increase.**				**$25,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	100-Salaries	0261 - Riverdale Elementary	General Fund	0.0	$25,000.00
			Notes: Hire hourly tutors to assist in ELA classrooms with low performing students.			
					Total:	**$50,000.00**