

Broward County Public Schools

Riverland Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	19
Budget to Support Goals	20

Riverland Elementary School

2600 SW 11TH CT, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Oslay Gil

Start Date for this Principal: 7/1/2011

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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (47%) 2016-17: C (49%) 2015-16: C (41%) 2014-15: D (38%)
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 Broward 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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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<https://www.floridacims.org>.

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Riverland Elementary School is that all students will be instructed by a highly qualified teacher, who will meet the present needs of the students and work collaboratively with parents/guardians so that students become college and career ready. All students will demonstrate at least one year's worth of growth. Program offerings such as the World Languages program are directly aligned to the school's vision statement. Additionally, high expectations in all classrooms and content areas are held by administration and teachers to meet the needs of all students through individualized, quarterly achievement goals, and individualized instruction through innovative programs such as the Digital 5 Initiative, the balanced literacy model for literacy instruction, and a 90-minute block of math instruction infused with individualized center-based performance tasks to build automaticity, fluency, and critical thinking skills. Further evidence of the school's program offerings alignment to the vision and mission statements include Riverland Elementary School's magnet program not only being recognized as the second highest rated elementary school magnet program in the district, but also students' abilities showcased at an exemplary level by taking home gold medals in nearly all categories at the annual World Languages Competition held by the Innovative Programs Department.

Provide the school's vision statement.

The vision of Riverland Elementary School is to provide a world-class education to all students, preparing them to live, work, and compete in a global economy.

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
Gil, Oslay	Principal	The duties and responsibilities of the principal include supervising the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, Mr. Gil implements instructional curricular programs to meet the individual needs of students at Riverland Elementary. Moreover, he is charged with recruiting, hiring and retaining highly qualified teachers and providing the appropriate professional development to further develop the staff.
Familia, Katherine	Assistant Principal	As assistant principal, Mrs. Familia's duties and responsibilities include supporting Mr. Gil in the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, she will support the implementation of instructional curricular programs to meet the individual needs of students at Riverland Elementary. Moreover, she is charged with supporting Mr. Gil's efforts in the recruitment, hiring and retention of highly qualified teachers and providing the appropriate professional development to further develop the staff.
	Teacher, ESE	The role of the ESE Specialist is to provide information and support to students, families, and professionals about local resources and support groups. The ESE Specialist works with general education teachers regarding their role and responsibility to students with disabilities (SWD) and the gifted. The ESE Specialist maintains all records, test data, Educational Plans (EP), for gifted students, and Individual Education Plans (IEP) for the students with disabilities at the school.
Galloway, Ashley	Other	The responsibilities of Ashley Galloway as curriculum facilitator and magnet coordinator are to collaborate with teachers and provide support with planning, implementing lessons, and providing resources. Moreover, I am responsible for coordinating and planning our magnet open house to provide parents with information regarding our magnet program.
Ashley, Sandra	School Counselor	As the school counselor, Ms. Ashley, aligns her Annual School Counseling Plan (ASCP) with the American School Counselor Association (ASCA) Model and the School Principal's vision. She continues to build relationships with her staff and school community to maximize her ability to serve students. She is responsible for the utilization of BASIS to review academic, behavioral, and attendance data to identify students in need of school counseling services in addition to supporting the needs of our most fragile students. Based on data, Ms. Ashley conducts small group counseling sessions and conducts classroom school counseling lessons to each class. Ms. Ashley serves as the Rtl Manager and the Testing Coordinator.
Ahkin Chin Tai, Leonora	Instructional Coach	As the literacy coach, Ms. Chin Tai is responsible for working collaboratively with both the leadership team and teachers. Her responsibilities include classroom-based modeling, one-on-one support, observing instructional delivery and providing feedback to enhance instruction, facilitating teachers'

Name	Title	Job Duties and Responsibilities
		requests for professional development as well as monitoring students' progress based on Florida's state standards.

Smith, Quana	Instructional Coach	As the curriculum facilitator, Ms. Smith collaborates with the leadership team as well as team leaders to provide a comprehensive approach to implementing curriculum and instruction.
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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	97	74	96	91	80	96	0	0	0	0	0	0	0	534
Attendance below 90 percent	8	14	12	19	14	8	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	13	24	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	6	2	0	0	0	0	0	0	0	8

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	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

26

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	8	14	12	19	14	8	0	0	0	0	0	0	0	75
One or more suspensions	0	0	2	7	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	13	22	0	0	0	0	0	0	0	41

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	0	0	5	3	0	0	0	0	0	0	0	8

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	46%	59%	57%	40%	55%	55%
ELA Learning Gains	45%	60%	58%	56%	58%	57%
ELA Lowest 25th Percentile	46%	54%	53%	70%	53%	52%
Math Achievement	62%	65%	63%	53%	61%	61%
Math Learning Gains	61%	66%	62%	48%	63%	61%
Math Lowest 25th Percentile	41%	53%	51%	34%	52%	51%
Science Achievement	39%	46%	53%	39%	45%	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	97 (0)	74 (0)	96 (0)	91 (0)	80 (0)	96 (0)	534 (0)
Attendance below 90 percent	8 ()	14 ()	12 ()	19 ()	14 ()	8 ()	75 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	13 (0)	24 (0)	43 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	47%	60%	-13%	58%	-11%
	2018	56%	59%	-3%	57%	-1%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	54%	62%	-8%	58%	-4%
	2018	37%	58%	-21%	56%	-19%
Same Grade Comparison		17%				
Cohort Comparison		-2%				
05	2019	31%	59%	-28%	56%	-25%
	2018	42%	56%	-14%	55%	-13%
Same Grade Comparison		-11%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	65%	-7%	62%	-4%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	65%	67%	-2%	64%	1%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		16%				
Cohort Comparison		6%				
05	2019	50%	64%	-14%	60%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	51%	62%	-11%	61%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	49%	-15%	53%	-19%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		1%				
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	20	39	43	21	42	25	20				
ELL	45	43	45	60	62	53	38				
BLK	46	49	64	60	60	38	30				
HSP	46	40	32	66	63	50	43				
FRL	45	44	47	61	61	41	36				
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	11	26	24	13	25	25	8				
ELL	45	48	59	51	39	46	6				
BLK	41	39	38	48	43	25	24				
HSP	56	61	61	68	59	60	45				
WHT	40	29		43	33						
FRL	47	50	50	55	48	41	33				
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	9	36	61	16	15	18	6				
ELL	30	50	69	47	39	38	22				
BLK	34	49	68	44	45	32	31				
HSP	44	62	75	63	54	35	47				
WHT	45	54		40	21						
FRL	40	54	73	54	48	36	38				

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	50
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	62
Total Points Earned for the Federal Index	402
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	51
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
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	50
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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.

Riverland Elementary demonstrated a 2% decrease in the overall proficiency in ELA from 2018 to 2019, 48 to 46.

Moreover, there was a 4% decrease in the percentage of students demonstrating overall learning gains and lowest quartile learning gains, 49 to 45 and 50 to 46 respectively.

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

Based on our data, the greatest decline was evident in the overall learning gains and lowest quartile learning gains. Three of our nine intermediate teachers were new to the grade level. Additionally, 22

of our fourth and fifth grade students were chronically absent with at least 18 absences for the school year.

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.

The greatest gap when compared to the state average was evident in English Language Arts learning gains with a gap of 13%. In addition to three of nine teachers new to the grade level and chronic absenteeism, our leadership team and teachers identified teacher expertise and comfort in the content area as contributions to this gap.

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

The area which demonstrated the most improvement was Math overall learning gains. The integration of centers and the designation of 90 minutes for Math instruction were contributing factors to this improvement.

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

Our greatest area of concern is chronic absenteeism followed by the percentage of students scoring an achievement level 1 in English Language Arts. As per our data these areas have a direct correlation.

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

1. Increasing the percentage of students who demonstrate learning gains in English Language Arts
2. Increasing the percentage of students in our lowest quartile who demonstrate learning gains in English Language Arts
3. Increase student attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing the percentage of students who demonstrate learning gains in English Language Arts
Rationale	Riverland Elementary had a 4% decrease in English Language Arts learning gains from 2018 to 2019, also demonstrating a 13% gap between our school and the state.
State the measurable outcome the school plans to achieve	By June 2020 Riverland Elementary will increase the English Language Arts learning gains from 45% to 55%.
Person responsible for monitoring outcome	Osley Gil (osley.gil@browardschools.com)
Evidence-based Strategy	Riverland Elementary will continue to implement the four literacy instructional contexts within balanced literacy during the 120 minute English Language Arts block. This school year we will be giving special attention to and designating specific times to small group guided reading where teachers will differentiate instruction to meet the individual needs of students. Accordingly, we have also planned and begun to deliver professional development centered around the successful implementation of small group guided reading. Subsequently, we will be engaging in a Guided Reading professional learning community book study.
Rationale for Evidence-based Strategy	Although we were able to maintain our overall proficiency in English Language Arts, there was a significant decrease in learning gains. Our data reflects the need to provide strategic instructional supports during small group guided reading instruction to address the academic deficiencies of students in order to maintain their instructional momentum towards proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Disaggregate and analyze student data to determine curricular and instructional needs. 2. Provide small group guided reading professional development during planning week. 3. Provide ongoing support and feedback to teachers on the implementation of small group guided reading. 4. Provide opportunities for teachers, via small group guided reading professional learning communities, to reflect and discuss best practices.
Person Responsible	Leonora Ahkin Chin Tai (leonora.ahkin-chin-tai@browardschools.com)

#2	
Title	Increasing the percentage of students in our lowest quartile who demonstrate learning gains in English Language Arts
Rationale	Students in the lowest quartile had a 4% decrease in English Language Arts from 2018 to 2019, also demonstrating a 13% gap between our school and the state. Moreover, 37% of students in the lowest quartile consist of students with learning disabilities (SWD), which only met 32% of the Federal Index.
State the measurable outcome the school plans to achieve	By June 2020, the students in the lowest quartile will increase in English Language Arts from 46% to 60%.
Person responsible for monitoring outcome	Osley Gil (osley.gil@browardschools.com)
Evidence-based Strategy	<p>Riverland Elementary will continue to implement the four literacy instructional contexts within balanced literacy during the 120 minute English Language Arts block. This school year we will clearly identify students in our lowest quartile, as well as our students with disabilities, and give special attention to these students via enriched learning opportunities (tutoring), where we will provide strategic interventions and instruction to meet the specific needs of these students.</p> <p>Additionally, we have designated specific times for small group guided reading, where teachers will differentiate instruction. Quarterly data chats will take place with these students' teachers and conferences will be held with students to establish goals and monitor progress.</p>
Rationale for Evidence-based Strategy	Small group guided reading is utilized to strategically address the instructional needs of the students. The continuous improvement process will be facilitated through progress monitoring via quarterly data chats and student conferencing.
Action Step	
Description	<ol style="list-style-type: none"> 1. Disaggregate and analyze student data to determine curricular and instructional needs 2. Establish meeting dates for quarterly data chats 3. Provide small group guided reading professional development during planning week 4. Provide ongoing support and feedback to teachers on the implementation of small group guided reading 5. Provide opportunities for teachers, via small group guided reading professional learning communities, to reflect and discuss best practices
Person Responsible	Katherine Familia (katherine.familia@browardschools.com)

#3	
Title	Increase student attendance
Rationale	Chronic absenteeism prevents students from receiving the full benefits of our instructional program. Moreover, 29% of the students chronically absent are students with disabilities, who only met 32% of our Federal Index.
State the measurable outcome the school plans to achieve	By June 2020, Riverland Elementary overall chronically absent percentage will decrease from 20.6% to 15%.
Person responsible for monitoring outcome	Katherine Familia (katherine.familia@browardschools.com)
Evidence-based Strategy	Furthermore, we will ensure that these students are in the Response to Intervention process and are receiving emotional, behavioral and academic supports. We will hold quarterly data chats to monitor student progress.
Rationale for Evidence-based Strategy	The students who are identified as chronically absent make up 29% of our students with disabilities.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students chronically absent 2. Review students presently in Rtl and ensure that all students have been referred 3. Ensure the provision of emotional, behavioral and academic supports and interventions as needed 4. Provide quarterly incentives for students with perfect attendance
Person Responsible	Sandra Ashley (sandra.ashley@browardschools.com)

#4	
Title	Students with Disabilities
Rationale	During the 2018-2019 our Students with Disabilities were rated at 32% FPPI.
State the measurable outcome the school plans to achieve	By June of 2020 our Students with Disabilities will be rated at or above 41% FPPI.
Person responsible for monitoring outcome	Peggy Montiel (tonya.montiel@browardschools.com)
Evidence-based Strategy	Riverland Elementary will continue to implement the four literacy instructional contexts within balanced literacy during the 120 minute English Language Arts block. This school year we will be giving special attention to and designating specific times to small group guided reading where teachers will differentiate instruction to meet the individual needs of students. Accordingly, we have also planned and begun to deliver professional development centered around the successful implementation of small group guided reading. Subsequently, we will be engaging in a Guided Reading professional learning community book study.
Rationale for Evidence-based Strategy	Although there was an overall increase of 11 points in the English Language Arts proficiency rate for the subgroup of Students with Disabilities, our data reflects the need to provide strategic instructional supports during small group guided reading instruction to address the academic deficiencies of students in order to maintain their instructional momentum towards improved proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Disaggregate and analyze student data to determine curricular and instructional needs. 2. Provide small group guided reading professional development during planning week. 3. Provide ongoing support and feedback to teachers on the implementation of small group guided reading. 4. Provide opportunities for teachers, via small group guided reading professional learning communities, to reflect and discuss best practices.
Person Responsible	Leonora Ahkin Chin Tai (leonora.ahkin-chin-tai@browardschools.com)

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).

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.

Riverland Elementary School builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students through effective communication, advocating for the involvement of all stakeholders in school events and shared decision making. Our school communicates via the school website, parent links, newsletters and conferences. We advocate for involvement in school events such as meet and greet, open house and family nights.

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.

Riverland Elementary ensures the social-emotional needs of all students are being met through various services which include character education, counseling groups, peer mentoring and programs such as Just Say Hello and Sanford Harmony.

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

Riverland Elementary proudly supports incoming and outgoing cohorts of students in transition from one school level to another. To support incoming kindergarteners, the school conducts a kindergarten roundup. Additionally, all students participate in meet and greet at the beginning of the school year. Moreover to support our fifth grade students transitioning to middle school, a variety of information and orientation sessions with the boundaried middle school as well as district magnet schools are held.

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 Riverland Leadership Team meets weekly to ensure that all resources are aligned in order to meet the needs of all students and maximize desired outcomes. The school principal facilitates the weekly meetings which include data analysis, alignment of resources and personnel to student needs.

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

Riverland Elementary engages students in units of study encompassing a variety of college and career opportunities. After a series of lessons, fifth graders attend the JA Biz Town where they participate in a simulated economy and run businesses. Additionally, all students participate in Career Day where business partners, industry and community organizations

Part V: Budget

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

1	III.A.	Areas of Focus: Increasing the percentage of students who demonstrate learning gains in English Language Arts				\$0.00
2	III.A.	Areas of Focus: Increasing the percentage of students in our lowest quartile who demonstrate learning gains in English Language Arts				\$27,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0151 - Riverland Elementary School	Title, I Part A		\$12,427.00
			<i>Notes: Title I funds have been allocated to conduct Extended Learning Opportunities.</i>			
	1380	690-Computer Software	0151 - Riverland Elementary School	Title, I Part A		\$14,000.00
			<i>Notes: Title I funds have been allocated to purchase i-Ready licenses in support of differentiation of instruction.</i>			
	3610	500-Materials and Supplies	0151 - Riverland Elementary School	School Improvement Funds		\$1,365.00
			<i>Notes: The Guided Reading book by Fountas and Pinnell will be utilized in our Professional Learning Communities.</i>			
3	III.A.	Areas of Focus: Increase student attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3610	510-Supplies	0151 - Riverland Elementary School	General Fund		\$500.00
			<i>Notes: Supplies to create perfect attendance certificates will be purchased.</i>			
4	III.A.	Areas of Focus: Students with Disabilities				\$1,596.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336		0151 - Riverland Elementary School	General Fund		\$1,596.00
			<i>Notes: Accountability Funds to Purchase Fountas & Pinnell phonics spelling and word Study System</i>			
Total:						\$29,888.00