FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Riverside Elementary
3125 PEMBROOK DR
Orlando, FL 32810
407-296-6520

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	73%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	C	B	C	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Riverside Elementary

Principal
Dr. Lorrie Butler

School Advisory Council chair
Mildred Valenti

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tawney Chiuchiarelli	Curriculum Resource Teacher
Lula Steele	Math Coach
David Cookerly	Behavior Specialist
John Elias Padilla	Parent Involvement
Esther Brueck	Staffing Specialist
Christie Moody	Media Specialist

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Dr. Lorrie Butler, Principal John Padilla, Teacher
Mildred Valenti, Chairperson Jim Rosenthal, Teacher
Jennifer McKinney-Battle, Parent
Christopher DeGuzman, Parent
Benson Hill Sr., Parent
Dianee Kruppa, Parent
Michelle Maggio, Parent
Yisel Matos, Parent
Griselda Mendivill, Parent
Tanya Sparkes, Parent
Deborah Thompson, Parent

Involvement of the SAC in the development of the SIP

The SAC reviewed the plan and made suggestions. SAC will meet again to propose final suggestions and will continually monitor the implementation of the SIP.

Activities of the SAC for the upcoming school year

SAC will monitor the implementation of the School Improvement Plan, meeting monthly to review student acheivement data and school initiatives.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to provide curriculum and instruction for students outside the normal school hours.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Lorrie Butler		
Principal	Years as Administrator: 16	Years at Current School: 0
Credentials	BA Elementary Education, MA Educational Leadership, EdD Education Elementary Education 1-6, ESOL, School Principal K-12	
Performance Record	2010-13 Mollie Ray Elementary 2011 C 2012 D 2013 F 2001-10 Cheney Elementary 2002 C 2003 A 2004-05 B 2006 A 2007-09 B 2010 A	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tawny Chiuchiarelli		
Part-time / District-based	Years as Coach: 1	Years at Current School: 12
Areas	Reading/Literacy, Data	
Credentials	BA Elementary Education Elementary Education and Exceptional Student Education	
Performance Record	2011-13 Riverside Elementary - C 2008-10 Riverside Elementary - B	

Lula Steele		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	BA Business Management Math 5-9	
Performance Record	Math Teacher at Lockhart Middle School 2010 -13 Grade C Math Teacher at Meadowbrook Middle 2008-2010 Grade C, B	

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
45, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
46, 100%

 # ESOL endorsed
28, 61%

 # reading endorsed
6, 13%

 # with advanced degrees
17, 37%

 # National Board Certified
0, 0%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
13, 28%

 # with 6-14 years of experience
14, 30%

 # with 15 or more years of experience
16, 35%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Riverside has a culturally embedded mentoring program that pairs veteran teachers with teachers in similar grade levels who are new to the school or the district. Our instructional coach leads the mentoring and provides structured activities to engage new teachers in collaboration and professional development.
Teachers/Mentors
Laura Klecha/Susan Bartle
Elsilee Laboy/Christina Gonzalez
Monique Ellington/Laura Orak

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Lorrie Butler, Principal
Tawny Chicureilli, CRT
Lula Steele, Math Coach
David Cookerly, Behavior Specialist
Esther Brueck, Staffing Specialist
All leadership team members will play an essential role in RE MTSS process as they will be present at weekly data meetings as well as coaching and mentoring classroom teachers and d intervention teachers to ensure they are progress monitoring and collecting data on their students and supporting each individual's needs based on the core instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team currently holds weekly data meetings with teachers to discuss current data and weekly progress monitoring. Data is analyzed and Tier 2 interventions are put into place with weekly monitoring. The leadership team assists the teachers in placement of students in Tier 2 and Tier 3.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The Instructional Management System (IMS) and the Student Management System (SMS) are used to analyze and monitor the effectiveness of core instruction, supplemental and intensive intervention as well as student behavior and student attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff members will attend weekly data meeting with the leadership team to support understanding and effective implementation of MTSS. All parents will be invited to participate in parent teacher conferences with teachers to discuss student progress in Tier 1. If data indicates a move into a different Tier of instruction, parents will be invited to participate in problem solving meetings for their child with the MTSS team.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,880

Twice a week, students will receive 90 minutes of instruction through after school tutoring. Instruction wil focus on core academic subjects using small group differentiation.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Academic Tutoring Services Facilitator

Strategy: Weekend Program

Minutes added to school year: 1,000

Saurday School will be offered to 3rd, 4th, and 5th grade students in preparation for FCAT. Instruction will occur for 3 hours on 6 different Saturdays.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will be assessed using a pre and post test for both Reading and Math.

Who is responsible for monitoring implementation of this strategy?

Saturday School Facilitator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lorrie Butler	Principal
Tawny Chiuchiarelli	CRT
Christie Moody	Media Specialist
Lydia Hobday	EDB Teacher
Frankie Griffith	Fifth Grade Teacher
Charity Homes	Fourth Grade Teacher
Angela Bannatyne	Third Grade Teacher

Name	Title
Alex Sopr	Second Grade Teacher
Angela Bellows	Second Grade Teacher
Marsha Lindsey	First Grade Teacher
Fazeela Alli	Kindergarten Teacher
Catherine Driscoll	ESE Teacher

How the school-based LLT functions

The principal provides guidance for the School-Based Literacy Leadership Team, ensuring that the appropriate data driven decisions are made for all students. The principal and CRT ensure the team is implementing researched based strategies for all students. Monthly meetings will be held and facilitated by the media specialist. The LLT ensures the K-12 OCPS Literacy Plan is implemented with fidelity. The CRT and principal will provide professional development and training for teachers.

Major initiatives of the LLT

Major initiatives of the LLT will be to provide professional development for staff focusing on effective instructional reading/literacy strategies and practices. We will focus on the diagnosis and remediation of low performing students as well as working with teachers to provide enrichment for our higher achieving students. The LLT is working on developing ideas that will motivate students to read more by adjusting the goals for our AR program.The LLT will have a reading night for parents, students and staff.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students who attend nearby VPK programs situated in daycares and Headstart programs will be invited to visit our campus this spring. Parents of children in those programs as well as in our own VPK program are invited to attend our family curriculum nights.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	55%	Yes	60%
American Indian				
Asian				
Black/African American	48%	41%	No	53%
Hispanic	55%	60%	Yes	60%
White	65%	68%	Yes	69%
English language learners	46%	44%	No	51%
Students with disabilities	26%	16%	No	33%
Economically disadvantaged	50%	51%	Yes	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	29%	34%
Students scoring at or above Achievement Level 4	67	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	105	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	25	55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	31%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	20%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	45%	No	54%
American Indian				
Asian				
Black/African American	39%	33%	No	45%
Hispanic	50%	45%	No	55%
White	62%	62%	Yes	66%
English language learners	38%	31%	No	45%
Students with disabilities	35%	8%	No	42%
Economically disadvantaged	44%	40%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	23%	28%
Students scoring at or above Achievement Level 4	58	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	97	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	46%	51%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	17%	22%
Students scoring at or above Achievement Level 4	24	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	54	9%	14%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	6	5%	4%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	6%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The FLDOE will be linking Riverside's PIP to provide this information.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Writing Night	20	18%	23%
Science Night	120	20%	25%
Math Night	125	21%	26%
Family Reading Night	80	13%	18%
Accessing the Curriculum through Technology	25	4%	10%
Literacy Circles	45	7%	10%

Goals Summary

G1. Our goal is to increase the rigor of instruction to improve student achievement.

G2. Our goal is to provide standards-based instruction.

Goals Detail

G1. Our goal is to increase the rigor of instruction to improve student achievement.

Targets Supported

Resources Available to Support the Goal

- Instructional Coaches skilled in Webb's Depth of Knowledge, Rigor, Standards Based Instruction and Higher Order thinking skills.

Targeted Barriers to Achieving the Goal

- Lack of knowledge and strategies to engage students in rigorous tasks.

Plan to Monitor Progress Toward the Goal

Effectiveness will be monitored by classroom observations indicating an increase in the level of rigor and the number of higher order thinking questions. Effectiveness will also be monitored by an increase in student achievement on benchmark and in program assessments as a result of more rigorous instruction.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Weekly Data Meetings

Evidence of Completion:

Data Meeting Minutes, Lesson Plans

G2. Our goal is to provide standards-based instruction.

Targets Supported

Resources Available to Support the Goal

- Instructional coaches

Targeted Barriers to Achieving the Goal

- New curriculum for reading (Journeys) and math (Go Math)

Plan to Monitor Progress Toward the Goal

CRT and Reading Coach will ensure all teachers have participated in professional development

Person or Persons Responsible
Lula Steele (Math Coach), Tawny Chiurchiarelli (CRT)

Target Dates or Schedule:
Monthly

Evidence of Completion:
Staff Development Sign in Sheets

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

G1. Our goal is to increase the rigor of instruction to improve student achievement.

G1.B1 Lack of knowledge and strategies to engage students in rigorous tasks.

G1.B1.S1 Provide professional development on Rigor, Higher Order Thinking Skills, Webb's DOK. Follow professional development with implementation of the coaching cycle to ensure all teachers incorporate HOTS during instruction

Action Step 1

Professional development on Rigor, Higher Order Thinking Skills, Webb's DOK, followed by implementation of the coaching cycle. Title 1 funds will be used to provide substitutes for the coaching cycle.

Person or Persons Responsible

All instructional staff will participate in professional development.

Target Dates or Schedule

Monthly, September - February

Evidence of Completion

Rigorous tasks will be found in lesson plans and evidenced by an increase the percentage of students scoring On Level on benchmark assessments.

Facilitator:

Coaches

Participants:

instructional Staff

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

The principal and assistant principal will monitor implementation of the professional development and evidence of the coaching cycle through weekly discussions with coaches, review of lesson plans and ongoing classroom observations.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly Data and Leadership Meeting

Evidence of Completion

Minutes from data and leadership meetings

Plan to Monitor Effectiveness of G1.B1.S1

As a result of teacher participation in the professional development, student achievement will increase. Achievement results from FAIR, benchmark assessments, progress monitoring data, in program assessments will be analyzed and adjustments to professional development and instruction will be made as necessary

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly Data and Leadership Meetings

Evidence of Completion

Assessment data, agendas

G2. Our goal is to provide standards-based instruction.

G2.B1 New curriculum for reading (Journeys) and math (Go Math)

G2.B1.S1 Provide on going professional development for newly adopted curriculum

Action Step 1

Professional development for reading and math curriculum

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

Monthly August - February

Evidence of Completion

Professional Development sign in sheets and materials, lesson plans

Facilitator:

Lula Steele, Tawny Chiucharelli

Participants:

Instructional staff

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

CRT and math coach will ensure all teachers have participated in professional development

Person or Persons Responsible

Lula Steele, Tawny Chiucharelli

Target Dates or Schedule

August - February

Evidence of Completion

PD Sign in sheets

Plan to Monitor Effectiveness of G2.B1.S1

Professional development sign in sheets

Person or Persons Responsible

CRT, Math Coach

Target Dates or Schedule

August - February

Evidence of Completion

PD Sign in sheets, Lesson Plans

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Riverside Elementary has one voluntary prekindergarten program (VPK). Funding from Title 1 will be used for intructional and curriculum resources as well for professional development opportunities that will be utilized to increase student achievement.
Title II: Riverside uses Title II funds to obtain substitute teachers allowing classroom teachers to recieve professional development during the school day. This will support grade level collaboration and the implementation of NGSS and Common Core Standards. The funds will also be used to secure training materials and resources for professional development activities.
Title III: Any of these funds received will be used for instructional materials to support English Language Learners.
Title X Homeless: The district and school based personnel provide resources such as clothing, school supplies and social service referrals for students identified as homeless.
Supplemental Academic Instruction (SAI): These funds are used to purchase materials and personnel to support student learning in reading.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Our goal is to increase the rigor of instruction to improve student achievement.

G1.B1 Lack of knowledge and strategies to engage students in rigorous tasks.

G1.B1.S1 Provide professional development on Rigor, Higher Order Thinking Skills, Webb's DOK. Follow professional development with implementation of the coaching cycle to ensure all teachers incorporate HOTS during instruction

PD Opportunity 1

Professional development on Rigor, Higher Order Thinking Skills, Webb's DOK, followed by implementation of the coaching cycle. Title 1 funds will be used to provide substitutes for the coaching cycle.

Facilitator

Coaches

Participants

instructional Staff

Target Dates or Schedule

Monthly, September - February

Evidence of Completion

Rigorous tasks will be found in lesson plans and evidenced by an increase the percentage of students scoring On Level on benchmark assessments.

G2. Our goal is to provide standards-based instruction.

G2.B1 New curriculum for reading (Journeys) and math (Go Math)

G2.B1.S1 Provide on going professional development for newly adopted curriculum

PD Opportunity 1

Professional development for reading and math curriculum

Facilitator

Lula Steele, Tawny Chiucharelli

Participants

Instructional staff

Target Dates or Schedule

Monthly August - February

Evidence of Completion

Professional Development sign in sheets and materials, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is to increase the rigor of instruction to improve student achievement.

G1.B1 Lack of knowledge and strategies to engage students in rigorous tasks.

G1.B1.S1 Provide professional development on Rigor, Higher Order Thinking Skills, Webb's DOK. Follow professional development with implementation of the coaching cycle to ensure all teachers incorporate HOTS during instruction

Action Step 1

Professional development on Rigor, Higher Order Thinking Skills, Webb's DOK, followed by implementation of the coaching cycle. Title 1 funds will be used to provide substitutes for the coaching cycle.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed