2013-2014 SCHOOL IMPROVEMENT PLAN

Central Riverside Elementary School

2555 GILMORE ST
Jacksonville, FL 32204
904-381-7495
http://www.duvalschools.org/centralriverside

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	56%

Alternative/ESE Center	Charter School	Minority Rate
No	No	84%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	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
Central Riverside Elem. School

Principal
Dianah Stewart

School Advisory Council chair
Ms. Akia McDaniel

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

Name	Title
Dinah Stewart	Principal
Carol Coston	Assistant Principal
Latoya Bell	Reading Coach
Latonya Fleming	Guidance
Margaret Rohal	Parent Involvement Liason

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

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

Akia McDaniel, SAC Chairperson and parent, Ms. Washington, Community member/Parent; Mr. Bell, Parent; Ms. White-bing, grandparent, Ms. Latonya Fleming, parent, Ms. Bilyk, teacher, Ms. Caro, teacher and Ms. Coston, Assistant Principal

Involvement of the SAC in the development of the SIP

SAC was very instrumental in developing the School Improvement plan for Central Riverside. They were involved in the decision making process as well as the collaboration for implementing new initiatives for CRES that will benefit all students and stakeholders.

Activities of the SAC for the upcoming school year

The Central Riverside Elementary School Advisory Council (SAC) is a team of people representing various segments of the community -- parents, teachers, students, administrators, and support staff. SAC member gather to discuss the school's academic plan and progress. They discuss the School Improvement Plan (a plan made of goals and objectives established for the school determined by needs. The purpose of the School Improvement Plan is to increase student performance). The SAC committee assists the school principal with budget and recommendation on how school monies are spent or allocated.

The SAC committee provides a place where parents can voice their opinions and suggestions. They have an active role in making decisions that will best serve the students. SAC also gives the opportunity for parents to actively participate in setting goals and making plans to achieve those academic goals. SAC allows for parents to identify issues that need to be addressed concerning the school climate.

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

School Improvement funds will be use to provide additional interventions for Tier 2 and Tier 3 students and enrichment for Tier 1 students.

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
2

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

Administrator Information:

Dianah Stewart		
Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Elementary Education Educational Leadership (All Levels) Principal Leadership (All Levels)
Performance Record	2012 -2013 Central Riverside Elementary Principal Grade B – Total Points 495 2011-2012 Central Riverside Elementary Principal Grade A – Total Points 582 63% of students proficient in Reading 78% of students proficient in Math 76% of BQ students made gains in Reading 64% of BQ students made gains in Math 2010-2011 Central Riverside Elementary Principal Grade B – Total Points 546 71% of students proficient in Reading 86% of students proficient in Math 65% of students make reading gains 40% of BQ students made reading gains 80% of students made gains in Math 67% of BQ students made math gains 36% of Black students made reading gains 88% of Economically Disadvantaged students made reading gains 81% of Black students made math gains 93% of Economically Disadvantaged students made math gains AYP – No

Carol Coston		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor of Science, Elementary 1-6 Certified- year: 1996 Masters, Elementary Education- year: 2011 Reading Recovery Trained- year: 2005 2 years Reading Recovery Teacher 2 years Reading Coach with Reading First 2 years Design Coach with America's Choice 2 years Professional Development Facilitator 11 years at Hyde Grove Elementary 6 years at Enterprise Learning Academy First year as Assistant Principal for Central Riverside Elementary Performance For the 2012-2013 school year, Mrs. Coston taught Reading and Writing to two 4th grade classes. 81% of the students from Mrs. Coston's two 4th grade classes scored a level 3 or higher on the FCAT Writing. 54% of her students scored level 3 or higher on the Reading FCAT 2.0. 33% of the bottom quartile students from Mrs. Coston's two classes improved by at least 1 proficiency level. However, all of the bottom quartile students made gains on the Reading FCAT 2.0.
Performance Record	For the 2012-2013 school year, Mrs. Coston taught Reading and Writing to two 4th grade classes. 81% of the students from Mrs. Coston's two 4th grade classes scored a level 3 or higher on the FCAT Writing. 54% of her students scored level 3 or higher on the Reading FCAT 2.0. 33% of the bottom quartile students from Mrs. Coston's two classes improved by at least 1 proficiency level. However, all of the bottom quartile students made gains on the Reading FCAT 2.0.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Latoya Bell		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Arts in Education, Certification in Elementary Education K-6 Master of Education, Certification in Educational Leadership 11 years of teaching experience
Performance Record	Ms. Bell's students have consistently improved throughout the school year. During her years at Smart Pope Livingston, 40% of her students scored a 3 or higher in Reading. 98% of her students scored a 4 or higher in Writing.

Classroom Teachers

# of classroom teachers
27

 # receiving effective rating or higher
26, 96%

 # Highly Qualified Teachers
89%

 # certified in-field
25, 93%

 # ESOL endorsed
14, 52%

 # reading endorsed
0, 0%

 # with advanced degrees
6, 22%

 # National Board Certified
2, 7%

 # first-year teachers
1, 4%

 # with 1-5 years of experience
2, 7%

 # with 6-14 years of experience
16, 59%

 # with 15 or more years of experience
8, 30%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

The Principal will provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff, while establishing a culture that is welcoming and respectful. The principal will establish an environment that is collaborative and leads to open lines of communication for all stakeholders that encourages constructive feedback and opportunites for professional growth.

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

The Principal at Central Riverside has a process in place to provide every new teacher/specialist with a mentor for the first year of school. The mentor helps the new teacher/specialist become familiar with the school, district, and state resources, procedures, and policies. During this time, mentors may assist with the following:
•Becoming familiar with school, district, and state policies and procedures
•Securing materials such as supplies, curricular guides, and other resource materials
•Confirming that they have the appropriate technology, books, and professional materials
•Discussing specific guidelines, responsibilities, and events that are unique to our building
•Identifying locations in the school that they will need to know - library, cafeteria, playground, etc.
•Assuring that they understand the emergency policies and procedures
Mentors will also introduce them to other staff members and assist them with securing the resources that they may need to set up their classes and be effective in their new position.

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

The team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?
The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal Dinah Stewart and Assistant Principal Carol Coston– Provides a common vision for the use of data based decision making, ensures that the team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.
Reading Coach: Latoya Bell – Develops, leads, and evaluates school core content, standards/programs, identifies and analyzes existing literature, scientifically based curriculum/behavior assessment and intervention approaches.
Guidance Counselor: Latonya Fleming – Identifies systematic patterns of student's needs while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for assessment and implementation monitoring.
Exceptional Student Education Teacher : Ms. Shaikh – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Select General Education Teachers: Michelle Schurott; Diane Bilyk; Bridgett Daniels; Megan Williamson; Kimberly McCormick; Jacqueline Casey; and Iris Caro – Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
School Psychologist – Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

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

The MTSS team discuss data for: Tier 1, 2 and 3 targets, academic and social/emotional areas that need to be addressed, setting clear expectations for instruction. Baseline data: CGA's, IOWA and DAR Asssessments, IReady and teachers generated assessments are used for monitoring students' progress.
A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted.

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

Data sources implemented to access the effectiveness of core, supplemental and intensive supports in reading are CGA's, IOWA, DAR assessments and teacher's generated assessments. In mathematics, the IReady, CGA's and teacher generated assessments are used to assess effectiveness. In writing and science CGA's and teacher generated assessments are used as data. Every teacher implements a

grade level behavior system that includes rewards, consequences and opportunities of redemption. Teachers monitor attendance daily using Oncourse and reinforce the importance of attending school on time with the assistance of the school counselor and assistant principal.

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

Staff training will occur throughout the school year. Early Release sessions, and grade level sessions. Training will begin with an overview of the purpose, structure, and focus for MTSS. Throughout the school year, training will occur with specific grade levels to address specific needs as determined by teacher request and by the student needs indicated by analysis of student performance data.

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: 2,400

Students have at home access to the computer program Reflex. This is a math program that allows students in Kindergarten through Fifth Grades to practice their basic math facts. Students are able to work at their own pace and level when using the computerized program. Mastering the basic math facts helps the students when they have to work on math problems that require critical thinking.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Classroom teachers and administrators monitor students' progress to determine mastery of basic facts. Teachers use the data to determine if students need small group, one on one, or enrichment learning.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers monitor student use of the program. The leadership team monitors implementation.

Strategy: Before or After School Program

Minutes added to school year: 2,400

Students have access to the computer program Study Island at home. This program addresses the math, reading, and science content areas. It also aligns with the Common Core Standards. Teachers are able to differentiate instruction using this program by assigning tasks based on students' academic level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers collect data about students' progress through the program. They use the data to determine learning tasks to assign as well as to adjust instruction within the classroom setting.

Who is responsible for monitoring implementation of this strategy?

Teachers monitor the progress of student use. The leadership team monitors the implementation.

Strategy: Weekend Program

Minutes added to school year: 1,800

This school year we will hold Saturday School sessions for the months of January, February, and March. The target audience are those students that are on level and need a little extra support. The academic areas of focus are math, reading, and science.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Saturday School and Classroom Teachers will collect data from teacher and district assessments in order to monitor student academic improvement.

Who is responsible for monitoring implementation of this strategy?

Saturday School Staff monitors implementation of Saturday School.

Literacy Leadership Team (LLT)

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

Name	Title
Dinah Stewart	Principal
Carol Coston	Assistant Principal

Name	Title
Latoya Bell	Reading Coach
Diane Bilyk	1st Grade teacher
Iris Caro	Deaf/HH teacher
Jacqueline Casey	5th Grade Reading
Kimberly McCormick	4th Grade Reading
Eileen Swetnam	Kindergarten
Megan Williamson	3rd Grade Reading

How the school-based LLT functions

The LLT meets several times at the beginning of the school year to coordinate and structure the roll out of MTSS and Literacy Initiatives. By September, the team meets monthly to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT will review current data from CGA, IOWA, DAR and classroom assessments to determine areas of instructional focus for classroom instruction (Tier 1) and intervention (Tier 2 and 3).

Major initiatives of the LLT

To focus and address the needs of all students using research based enrichment activities for Tier 1 students and research based interventions and strategies for Tier 2 and Tier 3 students to ensure all students make learning gains.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will provide differentiated instruction based on assessment results and adapt instruction to meet students' needs. They will provide explicit and systematic reading instruction with lots of practice, support and feedback, including cumulative practice over time. Teachers will provide opportunities for students to apply skills and strategies in reading and writing meaningful text with teacher support. Teachers will monitor students' progress regularly and reteach as necessary.

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

Prior to the first day of school, parents of kindergarten students are invited to a School Orientation where they have the opportunity to meet and greet the teacher as well as receive a brief introduction to what the school year will entail. On the first day of school parents are encoraged to walk their kindergarten student to class and the parents are greeted with a breakfast in the media center hosted by the school's leadership team. On the fourth day of school we host what is called Kindergarten Independance Day. Parents are encouraged to allow their student to walk to their designated area alone or with the assistance of school staff and safety patrols. Our goal is to encourage students entering Kindergarten for the first time to adhere to school wide rituals and routines that help them to develop and balance autonomy with positive peer relationships.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	63%	59%	No	67%
American Indian				
Asian				
Black/African American	57%	56%	No	61%
Hispanic				
White	77%	67%	No	79%
English language learners				
Students with disabilities	38%	17%	No	44%
Economically disadvantaged	56%	53%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	23%	40%
Students scoring at or above Achievement Level 4	59	37%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	110	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	19	48%	55%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	23	40%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	78%	73%	No	81%
American Indian				
Asian				
Black/African American	75%	74%	No	78%
Hispanic				
White	90%	70%	No	91%
English language learners				
Students with disabilities	65%	33%	No	69%
Economically disadvantaged	73%	65%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	31%	35%
Students scoring at or above Achievement Level 4	68	42%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	80	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	50%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

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	12	34%	35%
Students scoring at or above Achievement Level 4	18	51%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)			
Participation in STEM-related experiences provided for students			

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	30	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	12	4%	3%
Students who are not proficient in reading by third grade	63	40%	15%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	6%	4%

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

Central Riverside Elementary is a Title One school therefore a Parent Involvement Plan is submitted with the FLDOE. In an effort to increase parent engagement, multiple means of communication will be used to advertise the parent programs offered and the availability of the parent resource room. This will assist in meeting the target of 75% of parent participation in a CRES sponsored parent program or activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent participation in CRES parent programs.	175	51%	75%

Area 10: Additional Targets

Additional targets for the school

To maintain the percentage of students receiving class II referrals in grades 3 - 5.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To maintain the percentage of students receiving class Ii referrals in grades 3 - 5.	56	15%	15%

Goals Summary

G1. The Safety goal is to maintain the percentage of students in grades 3 -5 receiving class II referral to remain at 15% or less.

G2. The goal for parent involvement will be to have 75% of our parents/caregivers attend at least one parent involvement function sponsored by Central Riverside.

G3. The Science goal is to increase the percentage of students scoring at the proficiency level on FCAT to 88%. This increase in proficiency will consist of 35% scoring at level 3 and 53% scoring at levels four and five.

G4. The goal for Central Riverside Elementary is to increase the percentage of students achieving at or above level 3 to 85% on Math F.C.A.T 2.0.

G5. The goal for Central Riverside Elementary is to increase the percentage of students showing learning gains from 50% to 60%.

G6. The goal for Central Riverside Elementary is to increase the percentage of learning gains from 50% to 60% for the lowest 25% of our students.

G7. The goal is for 85% of our students to score a level 3 or higher on the FCAT 2.0. It is our goal for 45% of those students to score a 4 or 5.

G8. Our goal is to increase the number of students meeting third grade reading proficiency standards by decreasing the number of students missing ten percent or more of available instructional time from 30 students to 17 students.

G9. The goal is for 75% of our students to show growth in the learning gains area.

G10. The goal is for our students to increase FCAT Writing 2.0 to 70%.

G11. The goal is for 55% of our students that fall in the lowest quartile area to make learning gains.

Goals Detail

G1. The Safety goal is to maintain the percentage of students in grades 3 -5 receiving class II referral to remain at 15% or less.

Targets Supported

Resources Available to Support the Goal
- Guidance Counselor, Behavior RtI, Assistant Principal, Behavior Interventionist, Behavior contracts, School wide Discipline plan

Targeted Barriers to Achieving the Goal
- Lack of parental involvement

Plan to Monitor Progress Toward the Goal

Monitor the communication between parents, students and staff members.

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Referral data

G2. The goal for parent involvement will be to have 75% of our parents/caregivers attend at least one parent involvement function sponsored by Central Riverside.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Involvement Liaison; Title One Parent Involvement Plan and Budget; Parent Resource Room

Targeted Barriers to Achieving the Goal
- Communication of parent involvement events and resources is inadequate and there is a need for flexible meeting times to accomodate parent schedules.

Plan to Monitor Progress Toward the Goal

Attendance at parent involvement events; use of parent resource room and check out of materials

Person or Persons Responsible
Parent Involvement Liaison; Parent Involvement/SAC committee; principal

Target Dates or Schedule:
monthly

Evidence of Completion:
Sign-in Sheets; Evaluation/Feedback forms; Title One Parent Involvement Audit Box

G3. The Science goal is to increase the percentage of students scoring at the proficiency level on FCAT to 88%. This increase in proficiency will consist of 35% scoring at level 3 and 53% scoring at levels four and five.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District adopted Science Series
- Gizmos Interactive software,
- Interactive Science Journals
- District Science Coach

Targeted Barriers to Achieving the Goal

- Teachers' lacking an understanding of the Gradual Release Model.
- Lack of appropriate Science tools and materials to conduct science experiments.

Plan to Monitor Progress Toward the Goal

Increase of the percentage of students scoring at or above proficiency level to 88%.

Person or Persons Responsible
Principal

Target Dates or Schedule:
April 2014

Evidence of Completion:
FCAT Science Results

G4. The goal for Central Riverside Elementary is to increase the percentage of students achieving at or above level 3 to 85% on Math F.C.A.T 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Core instructional materials; computer based materials; and before and after school tutoring; and Saturday School tutoring

Targeted Barriers to Achieving the Goal

- Implementation and use of newly adopted Common core curriculum

Plan to Monitor Progress Toward the Goal

Implementation of Common Core Standards

Person or Persons Responsible
Classroom teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Weekly Lesson Plans

G5. The goal for Central Riverside Elementary is to increase the percentage of students showing learning gains from 50% to 60%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Computer based materials such as iReady and Study Island

Targeted Barriers to Achieving the Goal
- Adequate time for training and scheduling classroom teachers.

Plan to Monitor Progress Toward the Goal

The probability of students making adequate yearly gains

Person or Persons Responsible
Teacher

Target Dates or Schedule:
monthly, quarterly

Evidence of Completion:
Curriculum guide assessments

G6. The goal for Central Riverside Elementary is to increase the percentage of learning gains from 50% to 60% for the lowest 25% of our students.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Before and after school tutoring; Saturday School tutoring

Targeted Barriers to Achieving the Goal
- Attendance and parent involvement

Plan to Monitor Progress Toward the Goal

The lower 25% probability of making adequate gains

Person or Persons Responsible
Teacher

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Curriculum guide Assessmenta

G7. The goal is for 85% of our students to score a level 3 or higher on the FCAT 2.0. It is our goal for 45% of those students to score a 4 or 5.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- Reading Coach/District Coach
- Teacher Collaboration
- Professional Development that will be offered during common planning times as well as on early release days

Targeted Barriers to Achieving the Goal
- Some teachers are new to grade levels and new curriculum guides are being implemented.

Plan to Monitor Progress Toward the Goal

Monitor the progress of students F.C.A.T 2.0 using data from Curriculum guide assessments and F.C.A.T 2.0 reading scores.

Person or Persons Responsible
School Principal, School Assistant Principal, school Reading Coach and teachers.

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data note books, data chats and F.C.A.T Scores

G8. Our goal is to increase the number of students meeting third grade reading proficiency standards by decreasing the number of students missing ten percent or more of available instructional time from 30 students to 17 students.

Targets Supported

Resources Available to Support the Goal
- Reading Coach, Guidance Counselor, Classroom Teachers, Curriculum guides, Incentives for Attendance, Attendance Intervention Team, School Social Workers, and the Parental Involvement team

Targeted Barriers to Achieving the Goal
- Lack of Parental Involvement and Community Transitional Residence within our neighborhood attendance area

Plan to Monitor Progress Toward the Goal

progress of student reading proficiency using Curriculum guide assessments and F.C.A.T 2.0 reading scores

Person or Persons Responsible
teacher, counselor and reading coach

Target Dates or Schedule:
quarterly

Evidence of Completion:
Curriculum Guide Assessments on inform and F.C.A.T scores

G9. The goal is for 75% of our students to show growth in the learning gains area.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal
- Reading Coach and District Coaches

- Materials provided by the district.

- Technology programs such as Success Maker and Study Island

Targeted Barriers to Achieving the Goal
- Providing adequate enrichment for the high achieving students

- Some teachers may have trouble with disseminating data.

Plan to Monitor Progress Toward the Goal

We will use data from formal and informal assessments to determine the progress toward meeting the goal.

Person or Persons Responsible
The principal, assistant principal, reading coach,teachers, and students will all be responsible for monitoring progress towards meeting this goal.

Target Dates or Schedule:
Data will be monitored throughout the school year.

Evidence of Completion:
Data notebooks, data tracking sheets

G10. The goal is for our students to increase FCAT Writing 2.0 to 70%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach and ELA teachers
- Data from District Writing Prompts
- Student editing and revising checklists

Targeted Barriers to Achieving the Goal
- Teachers understanding of analyzing writing according to the Florida FCAT Writing Rubric.
- Student understanding of editing and revising their writing.

Plan to Monitor Progress Toward the Goal

Student improvement in writing.

Person or Persons Responsible
Reading Coach, ELA Teachers, Students

Target Dates or Schedule:
Following each District Writing Prompt

Evidence of Completion:
Student increase in writing proficiency

G11. The goal is for 55% of our students that fall in the lowest quartile area to make learning gains.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal
- Study Island, Success Maker
- Support personnel

Targeted Barriers to Achieving the Goal
- Managing classroom instructional time to address the needs of struggling students.
- Staff availability for tier 3 support.

Plan to Monitor Progress Toward the Goal

Lowest quartile to make learning gains.

Person or Persons Responsible
Classroom teachers and principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
CGA's, data from in class tests

Action Plan for Improvement

Problem Solving Key

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

G1. The Safety goal is to maintain the percentage of students in grades 3 -5 receiving class II referral to remain at 15% or less.

G1.B1 Lack of parental involvement

G1.B1.S1 Increase communication between parents and school staff using student planners, emails and phone calls.

Action Step 1

Communicate with parents via student planners, email or phone calls

Person or Persons Responsible

Teacher, Guidance Counselor, Assistant principal and Principal

Target Dates or Schedule

As needed

Evidence of Completion

Communication logs

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

Monitor the number of referrals on a monthly basis.

Person or Persons Responsible

Guidance, Assistant Principal and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Referral data

Plan to Monitor Effectiveness of G1.B1.S1

Monitor communication between parents and school staff members.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Referral data

G2. The goal for parent involvement will be to have 75% of our parents/caregivers attend at least one parent involvement function sponsored by Central Riverside.

G2.B1 Communication of parent involvement events and resources is inadequate and there is a need for flexible meeting times to accomodate parent schedules.

G2.B1.S1 Multiple means of communication will be used in a timely fashion to inform parents of events and parent resources. Parent events will be offered before, during and after school. The parent resource room will be made available at flexible times.

Action Step 1

Communication to parents will include event fliers, school marquee, monthly parent newsletter, student agenda's,school calendar and events bulletin board; morning announcements on WCRES (closed circuit); email; and school messenger (phone tree).

Person or Persons Responsible

Parent Involvement Liaison, PTA, guidance counselor, teachers

Target Dates or Schedule

At least two weeks prior to an event and daily proceeding the event.

Evidence of Completion

Title One Parent Involvement audit box

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

Timely communication and multiple access to parent involvement events and parent resource room.

Person or Persons Responsible

Parent Involvement Liaison, parent involvement/ SAC committee; principal

Target Dates or Schedule

Ongoing for parent resource room; during parent involvement/SAC committee following an event

Evidence of Completion

Sign-in sheets; evaluation/feedback forms; Title One Parent Involvement Audit Box

Plan to Monitor Effectiveness of G2.B1.S1

Attendance at parent involvement events; use of parent resource room

Person or Persons Responsible

Parent Involvement Liaison; Parent Involvement/SAC committee

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; evaluation/feedback forms; Title One Parent Involvement Audit Box

G3. The Science goal is to increase the percentage of students scoring at the proficiency level on FCAT to 88%. This increase in proficiency will consist of 35% scoring at level 3 and 53% scoring at levels four and five.

G3.B1 Teachers' lacking an understanding of the Gradual Release Model.

G3.B1.S1 Schedule Professional Development sessions with the District Science Coach in order to effectively implement the Gradual Release Model.

Action Step 1

Schedule Professional Development with the District Science Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

Scheduled Early Release Training Dates and or Faculty Meetings

Evidence of Completion

School's Professional Development Plan Schedule

Action Step 2

Attend school based Science Professional Development on the Gradual Release Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Scheduled Early Release Training Dates and or Faculty Meetings

Evidence of Completion

School's Professional Development Plan Schedule

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

Provide a school wide progress report of the success rate for implementing the Gradual Release Model

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly Design Meetings

Evidence of Completion

Classroom Walk Through notes and Lesson Plan

Plan to Monitor Effectiveness of G3.B1.S1

Analyze school wide Science Curriculum Guide Assessment (District Assessment) data to determine the percentage of scoring at a proficient level.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis spreadsheets from Insight/Inform (District accountability website)

G3.B1.S2 Teachers may use Common Planning time to conduct a lesson study for a Science standard that the Formative Assessments have identified as an area of need.

Action Step 1

Collaborate to design a Lesson Study for a Science standard in which the students are performing below exceptions on Teacher and District Assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Provide Grade level progress of the implementation of the Gradual Release Model

Person or Persons Responsible

Design Team Members

Target Dates or Schedule

Monthly Design Team meeting

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

Analyze Class and grade level Teacher Made Assessments and District Assessment data to determine percentage of students scoring at proficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Data notebook

G3.B2 Lack of appropriate Science tools and materials to conduct science experiments.

G3.B2.S1 Identify teachers, parents, and other stakeholder as members of a Grant writing team. Schedule workshop sessions with the District grant writing department in order assist the team in learning grant writing procedures.

Action Step 1

Develop a budget plan for replenishing and replacing Science Tools and materials.

Person or Persons Responsible

Principal

Target Dates or Schedule

During FTE budget

Evidence of Completion

Budget Plan

Action Step 2

Develop a grant writing team to receive training and write grants to purchase science equipment.

Person or Persons Responsible

Principal and Leadership Team

Target Dates or Schedule

January 2014

Evidence of Completion

Roster of Grant writing team

Action Step 3

Develop a materials check out system in order to effectively track and retain current tools and materials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 2013

Evidence of Completion

Checkout Roster in the Science Depot

Action Step 4

Petition local hospitals in our attendance area to donate equipment such as microscopes.

Person or Persons Responsible

Volunteer Liaison

Target Dates or Schedule

November 2013

Evidence of Completion

Letters requesting donations.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Write letters to local hospitals requesting donations.

Person or Persons Responsible

Volunteer Liaison

Target Dates or Schedule

November 2013

Evidence of Completion

Copies of the letters

Plan to Monitor Effectiveness of G3.B2.S1

Track the responses of the donation request.

Person or Persons Responsible

Volunteer Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Inventory of donated equipment.

G4. The goal for Central Riverside Elementary is to increase the percentage of students achieving at or above level 3 to 85% on Math F.C.A.T 2.0.

G4.B1 Implementation and use of newly adopted Common core curriculum

G4.B1.S1 Professional Development specific to Common Core Standards

Action Step 1

Professional Development Training

Person or Persons Responsible

Classroom/ Resource Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development Points

Facilitator:

Leadership Team

Participants:

Principal, Assistant Principal and Reading Coach

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Professional development training

Person or Persons Responsible

Professional development liaison

Target Dates or Schedule

monthly

Evidence of Completion

Evaluations and Sign in Sheets

Plan to Monitor Effectiveness of G4.B1.S1

Professional Development Training

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Focus Walks

G5. The goal for Central Riverside Elementary is to increase the percentage of students showing learning gains from 50% to 60%.

G5.B1 Adequate time for training and scheduling classroom teachers.

G5.B1.S1 Web based training for classroom teachers

Action Step 1

Schedule Web Based Classroom Teacher Math Training on Professional Development Training

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Professional Development points and Agendas

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor the attendance of classes attending the computer lab and the assignments of computer based instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Class sign in logs from iReady and Study Island

Plan to Monitor Effectiveness of G5.B1.S1

The progress of the students using computer based instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum guide assessments , computer based assessments and teacher generated assessments

G6. The goal for Central Riverside Elementary is to increase the percentage of learning gains from 50% to 60% for the lowest 25% of our students.

G6.B1 Attendance and parent involvement

G6.B1.S1 Parent Notification of school support system and incentives for perfect attendance.

Action Step 1

Increase level of Parental Involvement

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parenting meeting attendance;PTA attendance

Plan to Monitor Fidelity of Implementation of G6.B1.S1

The likelihood of learning gains of our lower 25% with the increase of parental support/attendance.

Person or Persons Responsible

Teachers, Leadership Team

Target Dates or Schedule

Weekly,Monthly, quarterly

Evidence of Completion

Parent meetings; Parent conferences; attendance records; progress monitoring plans and intervention meetings

Plan to Monitor Effectiveness of G6.B1.S1

The likelihood of the lower 25% to make learning gains.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

multi-tiered system of support; attendance; classroom generated assessments; curriculum guide assessments

G7. The goal is for 85% of our students to score a level 3 or higher on the FCAT 2.0. It is our goal for 45% of those students to score a 4 or 5.

G7.B1 Some teachers are new to grade levels and new curriculum guides are being implemented.

G7.B1.S1 Teachers will collaborate with other teachers that are familiar with their particular grade level. Teachers planning together as well as reviewing data together.

Action Step 1

Coordinated common planning time

Person or Persons Responsible

Teachers,Reading Coach,District Coaches

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Minutes from meetings,classroom artifacts

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Data chats

Person or Persons Responsible

Teachers, Reading Coach, Principal, Assistant Principal

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Minutes from meetings

Plan to Monitor Effectiveness of G7.B1.S1

Focus walks, data reviews, teacher conferences

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Data notebooks, meeting minutes

G8. Our goal is to increase the number of students meeting third grade reading proficiency standards by decreasing the number of students missing ten percent or more of available instructional time from 30 students to 17 students.

G8.B1 Lack of Parental Involvement and Community Transitional Residence within our neighborhood attendance area

G8.B1.S1 Teachers, Counselors, Social Workers and the Attendance Intervention Team will work closely to monitor student attendance, provide incentives and meet with parents to provide resources.

Action Step 1

Student attendance is track weekly, monthly and quarterly

Person or Persons Responsible

Teachers, counselor and attendance intervention team

Target Dates or Schedule

weekly, monthly and quarterly

Evidence of Completion

attendance records from oncourse and genesis, attendance meeting minutes and attendance referrals

Plan to Monitor Fidelity of Implementation of G8.B1.S1

attendance is tracked using genesis

Person or Persons Responsible

Teachers and counselor

Target Dates or Schedule

daily

Evidence of Completion

monthly genesis reports

Plan to Monitor Effectiveness of G8.B1.S1

attendance

Person or Persons Responsible

counselor

Target Dates or Schedule

monthly

Evidence of Completion

attendance referrals and/or record of incentives

G9. The goal is for 75% of our students to show growth in the learning gains area.

G9.B1 Providing adequate enrichment for the high achieving students

G9.B1.S1 Guided reading and small group instruction

Action Step 1

Guided reading and small group instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Guided reading and small group instruction

Person or Persons Responsible

The principal and assistant principal will monitor with fidelity.

Target Dates or Schedule

It will be monitored throughout the school year as needed.

Evidence of Completion

Lesson plans and documentation forms

Plan to Monitor Effectiveness of G9.B1.S1

The effectiveness of guided reading and small group instruction.

Person or Persons Responsible

The principal,assistant principal, reading coach, and classroom teachers will monitor the effectiveness of the guided reading and small group instruction.

Target Dates or Schedule

This will be monitored continuously throughout the school year.

Evidence of Completion

Data from assessments such as CGA's, Success Maker, and any other assessments that will be used throughout the school year.

G9.B2 Some teachers may have trouble with disseminating data.

G9.B2.S1 Teachers can meet during common planning time to review data.

Action Step 1

Meetings will occur to discuss data results for grade levels.

Person or Persons Responsible

Teachers, Reading Coach, Principal, Assistant Principal

Target Dates or Schedule

The meetings will take place throughout the school year during common planning time or early release days.

Evidence of Completion

Data and minutes from various meetings will be used as evidence.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Monitoring of data collaboration.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach,

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Data Notebooks

Plan to Monitor Effectiveness of G9.B2.S1

The data results from assessments that are administered throughout the school year

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, District Coaches

Target Dates or Schedule

This will be monitored throughout the school year.

Evidence of Completion

Data Notebooks Lesson Plans that are planned based on data results Minutes from meetings

G10. The goal is for our students to increase FCAT Writing 2.0 to 70%.

G10.B1 Teachers understanding of analyzing writing according to the Florida FCAT Writing Rubric.

G10.B1.S1 Reading Coach trains teachers on use of the FCAT Writing Rubric.

Action Step 1

Analyze Florida Writing Rubric

Person or Persons Responsible

Reading Coach and ELA Teachers

Target Dates or Schedule

After each District Writing Prompt

Evidence of Completion

Student increase in scores for District Writing Prompts

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Effectiveness of training teachers on using the Florida FCAT Writes Rubric

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

After each District Writing Prompt

Evidence of Completion

Student increase in District Writing Prompt Scores

Plan to Monitor Effectiveness of G10.B1.S1

Teacher training on analyzing writing according to Florida FCAT Writing Rubric

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

After each District Writing Prompt

Evidence of Completion

Increase in student writing scores for District Writing Prompts and FCAT Writes 2.0

G10.B2 Student understanding of editing and revising their writing.

G10.B2.S1 Students will gain proficiency in editing and revising their writing.

Action Step 1

Students will improve their writing through learning to edit and revise.

Person or Persons Responsible

Teacher and students

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing Portfolio

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Monitor improvement of student writing.

Person or Persons Responsible

Teacher and student

Target Dates or Schedule

Daily

Evidence of Completion

Conferencing Notes and Student Writing

Plan to Monitor Effectiveness of G10.B2.S1

Monitor improvement in student writing.

Person or Persons Responsible

Teacher and student

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing

G11. The goal is for 55% of our students that fall in the lowest quartile area to make learning gains.

G11.B1 Managing classroom instructional time to address the needs of struggling students.

G11.B1.S1 Teachers will use the gradual release model along with timed center rotations.

Action Step 1

Gradual release model and center rotations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Center rotations will be used along with gradual release model.

Person or Persons Responsible

Classroom teachers and principal

Target Dates or Schedule

Once per week.

Evidence of Completion

Lesson plans and work charts

Plan to Monitor Effectiveness of G11.B1.S1

Center rotations and gradual release model.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

CGA's, anecdotal notes, reading journals.

G11.B2 Staff availability for tier 3 support.

G11.B2.S1 Support personnel will work with small groups during guided reading or small group instruction.

Action Step 1

Tier 3 support

Person or Persons Responsible

Additional support team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student logs, work, and notes.

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Tier 3 support

Person or Persons Responsible

additional support team

Target Dates or Schedule

ongoing

Evidence of Completion

notes, logs, student work

Plan to Monitor Effectiveness of G11.B2.S1

Tier 3 instruction

Person or Persons Responsible

support staff

Target Dates or Schedule

ongoing

Evidence of Completion

student work, logs, data

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

Title I and SAI funds will be used to support academic advancement for all students. These funds will be used to provide opportunities for students to acquire the skills and knowledge need to be successful for the 2013-2014 school year. The funds will be used to provide tutoring before and after school as well as tutoring during Saturday School. These interventions/enrichments will be provided to all students at Central Riverside.

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.

G4. The goal for Central Riverside Elementary is to increase the percentage of students achieving at or above level 3 to 85% on Math F.C.A.T 2.0.

G4.B1 Implementation and use of newly adopted Common core curriculum

G4.B1.S1 Professional Development specific to Common Core Standards

PD Opportunity 1

Professional Development Training

Facilitator

Leadership Team

Participants

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development Points

Appendix 2: Budget to Support School Improvement Goals