

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Riverland Elementary School  
2600 SW 11TH CT  
Fort Lauderdale, FL 33312  
754-323-7200

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 96%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 93%

### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B
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### SIP Authority and Template

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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

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

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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

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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

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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

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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

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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

Riverland Elementary School

##### Principal

Oslay Gil

##### School Advisory Council chair

Amanda Mudrich

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

Name	Title
Crystal Moonilal	SAC Co-Chair
Zemira Thomas	SAC Co-Secretary
Jackelyn Munoz	SAC Co-Secretary
Jodi Washington	Assistant Principal
Kenya Rolle	Team Leader
Maria Martinez	Team Leader
Karen Ingraham	Team Leader
Leonora Ahkin Chin-Tai	Team Leader
Quana Smith	Team Leader
Te'anka Pinder	Curriculum Specialist
Kate Phillips	Reading Coach
Cherelda Branch	Guidance Counselor
Michele Katz-Digiacomio	ESE Specialist

#### District-Level Information

##### District

Broward

##### Superintendent

Mr. Robert Runcie

##### Date of school board approval of SIP

2/19/2014

### 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

Amanda Mudrich - SAC Co-Chair

Crystal Moonilal - SAC Co-Chair

Jackelyn Munoz - SAC Co-Secretary  
Zemira Thomas - SAC Co-Secretary  
Osly Gil - School Principal  
Wanda Alverio - BTU Steward  
Ruth Alfonso - ESOL Parent Representative  
Jessica Crowder - ESE Parent Representative  
Randolfo Munoz - SAF Chairperson  
Wilmene Pierrot - Gifted Representative  
Christopher Hostzclaw - Non-Instructional Support Employee  
Norris Pinder - Parent  
Rachel Garcia - Parent  
Pastor Eric Richards - Community Representative  
Susan Welsh - Headstart Representative  
Sylvia Reid - Parent  
Betsy Kalicos - Business/Community Partner

The School Advisory Council is made up of 17 members; nine (53%) members are not employed by Broward County Public Schools, whereas eight (47%) members are employees of Broward County Public Schools. The School Advisory Council is reflective of our student body's demographics.

### **Involvement of the SAC in the development of the SIP**

The school-based leadership team met with the SAC officers to review the 2013 FCAT scores and other assessments used throughout the school year to monitor student progress. Upon analyzing the data, the school-based leadership team and the SAC officers collaboratively established the goals and action plans, which ultimately led to the creation of the School improvement Plan.

### **Activities of the SAC for the upcoming school year**

The School Advisory Council (SAC) meets on the second Tuesday of each month to discuss school initiatives, determine their effectiveness, and represent the best interest of the students and the school. The SAC's mission is to assist in the development and monitoring of the School Improvement Plan (SIP) and collaborate with administration on matters that pertain to the academic and economic development of the school by acting as a liaison between the school and the community. The SAC will continue to monitor and evaluate the SIP goals created and will modify SIP goals, as needed, to better meet the needs of our students. All SIP decisions made by the SAC will be supported with student data. Furthermore, the SAC will collaborate with the Parent Teacher Organization (PTO) and the Title One liaison to host monthly parent meetings. During such times, curricular initiatives will be shared with parents, who will also be engaged in academic activities that they can use to support learning at home.

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

The SAC has approved the use of School Accountability Funds, in the amount of \$6,000.00, to renew the Accelerated Reader Enterprise licenses. This research-based program serves to motivate students to read more, an initiative that is directly aligned to our School Improvement Plan's reading goals.

### **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:**

**Oslay Gil**

Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

Master in Education - Florida Atlantic University  
 Bachelor of Arts - Florida Atlantic University  
 Certified in Educational Leadership (All Levels) and Social Sciences (6-12)

**Performance Record**

Riverland Elementary School (2012-2013)  
 Position - Principal  
 School Grade - D  
 Reading Proficiency - 44% at or above level  
 Reading Learning Gains - 45%  
 % of Lowest Quartile Making Learning Gains in Reading - 60%  
 Math Proficiency - 36% at or above level  
 Math Learning Gains - 52%  
 % of Lowest Quartile Making Learning Gains in Math - 61%  
 Writing Proficiency- 51% at or above level  
 Science Proficiency - 24% at or above level  
 Riverland Elementary School (2011-2012)  
 Position – Principal  
 School Grade – C  
 Reading Proficiency - 59% at or above level  
 Reading Learning Gains - 58%  
 Students in Lowest 25% Making Year's Worth of Progress in Reading - 68%  
 Math Proficiency - 45% at or above level  
 Math Learning Gains - 54%  
 Students in Lowest 25% Making Year's Worth of Progress in Math - 60%  
 Writing Proficiency - 84% at or above level  
 Science - 39% at or above level  
 Educational Programs and Student Support - Charter Schools Support Department (2009-2011)  
 Position - Principal on Task Assignment  
 There are no school grades or AYP data associated with the responsibilities assigned.

**Jodi Washington**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Bachelor of Science in Education Degree in Elementary Education  
 Master of Science in Education Degree in Reading Education  
 Florida Educator Certification in the following areas:  
 Educational Leadership (All Levels)  
 Reading (K-12)  
 National Board of Professional Teaching Standards Certification:  
 Early and Middle Childhood Literacy: Reading-Language Arts

**Performance Record**

Riverland Elementary School (2012-2013)  
 Position - Assistant Principal  
 School Grade - D  
 Reading Proficiency - 44% at or above level  
 Reading Learning Gains - 45%  
 % of Lowest Quartile Making Learning Gains in Reading - 60%  
 Math Proficiency - 36% at or above level  
 Math Learning Gains - 52%  
 % of Lowest Quartile Making Learning Gains in Math - 61%  
 Writing Proficiency- 51% at or above level  
 Science Proficiency - 24% at or above level  
 New River Middle School (2011-2012)  
 Position – Reading Coach  
 School Grade – C  
 Reading Proficiency - 50% at or above level  
 Reading Learning Gains - 64%  
 Students in Lowest 25% Making Year's  
 Worth of Progress in Reading - 66%  
 Math Proficiency - 50% at or above level  
 Math Learning Gains - 62%  
 Students in Lowest 25% Making Year's  
 Worth of Progress in Math - 50%  
 Writing Proficiency - 76% at or above level  
 Science - 42% at or above level  
 New River Middle School (2010-2011)  
 Position – Reading Coach  
 School Grade - B  
 Reading Proficiency - 61% at or above level  
 Reading Learning Gains - 64%  
 Students in Lowest 25% Making Year's  
 Worth of Progress in Reading - 65%  
 Math Proficiency - 66% at or above level  
 Math Learning Gains - 64%  
 Students in Lowest 25% Making Year's  
 Worth of Progress in Math - 58%  
 Writing Proficiency - 92% at or above level  
 Science - 39% at or above level  
 AYP - 67% of criteria satisfied (No)  
 AYP Subgroups Needing Improvement -



Total, White, Black, Hispanic, Economically Disadvantaged, English Language Learners, Students with Disabilities

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Kate Phillips**

Full-time / School-based

Years as Coach: 6

Years at Current School: 9

**Areas**

Reading/Literacy

**Credentials**

Elementary Education; ESOL, Endorsement; Reading (K-12)

**Performance Record**

Riverland Elementary School (2012-2013)  
 Position - Reading Coach  
 School Grade - D  
 Reading Proficiency - 44% at or above level  
 Reading Learning Gains - 45%  
 % of Lowest Quartile Making Learning Gains in Reading - 60%  
 Riverland Elementary School (2011-2012)  
 Position – Reading Coach  
 School Grade – C  
 Reading Proficiency - 59% at or above level  
 Reading Learning Gains - 58%  
 Students in Lowest 25% Making Year's Worth of Progress in Reading - 68%  
 Riverland Elementary School (2010-2011):  
 Position - Reading Coach  
 School Grade - B  
 Reading Proficiency - 74% at or above level  
 Reading Learning Gains - 57%  
 Students in Lowest 25% Making Year's Worth of Progress in Reading - 43%

**Classroom Teachers**

**# of classroom teachers**

52

**# receiving effective rating or higher**

46, 88%

**# Highly Qualified Teachers**

100%

**# certified in-field**

52, 100%

**# ESOL endorsed**

48, 92%

**# reading endorsed**

8, 15%

**# with advanced degrees**

21, 40%

**# National Board Certified**

3, 6%

**# first-year teachers**

6, 12%

**# with 1-5 years of experience**

9, 17%

**# with 6-14 years of experience**

21, 40%

**# with 15 or more years of experience**

16, 31%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**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**

To recruit highly qualified, certified-in-field teachers, the school's principal, Mr. Gil, works collaboratively with the local universities throughout the school year, doing guest lectures as well as serving on an interview panel for Broward College's Teacher Education Program conducting mock interviews prior to graduation. The administrative team also attends teacher recruitment fairs organized by Broward County Public Schools' Instructional Staffing Department.

In order to retain these teachers, the school assigns all new teachers a veteran teacher coach who assists them throughout their first year as an educator. All experienced teachers that are new to Riverland Elementary School receive a veteran teacher mentor to assist them in successfully making the transition to the school.

**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**

New teachers have been paired with a mentor teacher on their grade level or an instructional coach that will assist them with lesson planning and data analysis. All mentor teachers and instructional coach have received ratings of Effective or higher. The mentor teacher and new teacher will meet weekly to discuss instructional practices, curricular initiatives, and any questions/concerns. The mentor teacher will also observe the new teacher, model lessons, and provide assistance and feedback, as necessary.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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 role/function of the MTSS Leadership Team is to look at school-wide core-curriculum and behavior management approaches that are in need of modification in order to meet school-wide goals and expectations. Students at risk of not meeting target goals are identified by teachers and referred to the Rtl / MTSS Leadership Team, which meets weekly. At-risk students are referred to Rtl / MTSS by staff members after baseline interventions have been implemented in the classroom setting. Students are referred for academic, behavioral, emotional and/or health related issues.

The Rtl / MTSS Leadership Team collaborates weekly to discuss students, provide academic and/or behavior interventions. Case managers are assigned to support teachers and monitor the progress of students. Notes and minutes are taken during the meeting and distributed to all team members. This provides the Rtl / MTSS team with documentation for tracking student progress. The team reviews and considers the interventions and the student's response, be it a positive or upward growth pattern or no change seen in learning, then recommends further intensive interventions to be implemented, if needed, within a specific time frame. Students are observed and monitored for a period of time. After implementing the interventions, teachers provide additional data, which is analyzed to determine if the outcomes are successful or not. Further recommendations are made accordingly.

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

Principal – Oslay Gil - District, Administrative, Community, Student Discipline Perspective  
 Assistant Principal - Jodi Washington – District, Administrative, Community, Student Discipline Perspective  
 Guidance Counselor, Cherelda Branch - Facilitator, Student Services Perspective  
 ESE Specialist, Mrs. Michelle Katz-DiGiacomo - Maintains records/files, IDEA Perspective  
 Reading Coach, Kate Phillips - Reading Curriculum Needs  
 School Psychologist, Patricia Lumsden - Academic, Psychological Evaluations, IDEA Perspective  
 School Social Worker, Blanche Johnson - Social Services Needs  
 Speech and Language Pathologist - Olga Membreno - Speech and Language Perspective  
 General Education Teacher- Individual students / class needs  
 Parent/Guardian of child - Provide information to allow us to better understand the child and his/her needs

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

In the development and implementation of the School Improvement Plan, the Rtl / MTSS Leadership Team will follow the Florida Continuous Improvement Model (FCIM). The team will implement the Plan, Do, Check, Act process.

1) All students will be given a pre-assessment to establish baseline data i.e. Oral Reading Fluency

(ORF), Diagnostic Assessment of Reading (DAR), Key-Math or end of the book tests. Teachers will have a Literacy Leadership Team (LLT) data binder, which will have data for each student in order to maintain adequate progress monitoring. Frequency charts, Antecedent Behavior Consequence (ABC) data and observations are utilized to monitor and document students' behavior.

2) For students not making adequate gains in Tier 1, a Tier 2 data sheet will be completed and a designated case manager will meet with the teacher to assist in implementing specific interventions for Tier 2. Specialized academic interventions will be put in place utilizing programs suggested from the Struggling Readers/Math charts. Additionally, at-risk students will receive more individualized instruction 3-4 times a week through small group settings (2-3 students). Biweekly assessments will be administered for a minimum of six (6) weeks to monitor progress. A Functional Behavior Assessment (FBA) for students exhibiting non-compliant behaviors will be completed and a specific behavior plan will be developed, implemented, and monitored to document the behaviors observed. A meeting with parents will be held to discuss the implementation of Tier 2.

3) After reviewing and graphing six (6) weeks of data, if progress is made teacher will continue with interventions and progress monitoring. If no progress is noted, the teacher will provide a report with data graphing the lack of progress to the RtI / MTSS team, and a Tier 2 record will be completed. A meeting will be held with parents to discuss the movement to 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 District's Virtual Counselor and BASIS databases will be used, in addition to Progress Monitoring and Reporting Network (PMRN), and internally created databases to monitor the following sources of student data:

Broward Assessment Test (BAT 1 & 2 for reading, math, and science)

Florida Comprehensive Assessment Test (FCAT)

Stanford Achievement Test (SAT)

Mini Assessments Tier 2 and 3 - Intervention Records and Monitoring Graphs

FCAT Simulation

Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)

Early Reading Diagnostic Assessment (ERDA)

Rigby Assessment in Reading

Data Chats with teachers (ongoing) Tier 2 and 3-Intervention Records and Monitoring Graphs

Frequency Charts

Antecedent Behavior Consequence (ABC)

Functional Behavior Assessment (FBA) Tier 2 and 3- Positive Behavior Intervention Plan (PBIP)

Easy CBM.com

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

RtI / MTSS team (ESE Specialist, Guidance Counselor, School Psychologist, Reading Coach) will provide training during pre-planning and throughout the school year on Staff Development Days.

RtI / MTSS team will refresh individual teachers as needed on interventions and means to graph and document student progress.

Training will be provided / refreshed on the Florida Continuous Improvement Model (FCIM) as well as the Tier process.

**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:** Extended Day for All Students

**Minutes added to school year:** 10,800

All Kindergarten through 5th grade students will receive an extra hour of reading instruction every day. The extra hour of instruction will be broken into three instructional segments; fluency, phonemic awareness/phonics, and comprehension/vocabulary development. For fluency, Kindergarten (KG) through 2nd grade teachers will be using the DOLCH and Slosson Oral Reading Word Lists along with Great Leaps; teachers in grades 3-5 will be using Six Minute Solution. For the phonemic awareness/phonics component, KG-1 teachers will use Wilson's Foundations, 2nd and 3rd grade teachers will use Phonics for Reading, and 4th and 5th grade teachers will use Intermediate REWARDS. For the comprehension/vocabulary development segment, KG-2 will use Text Talk and Buzz About It Books and teachers in grades 3-5 will do Novel Study using the Common Core State Standards Exemplary Texts.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data will be collected on a monthly basis for all students in grades 2-5 using mini assessments generated using FCAT Success Maker Pro. Kindergarten and 1st grade teachers will utilize FAIR and other formative assessments aligned to the Common Core State Standards Checklists. FAIR will also be administered three times per year to all 2nd and 3rd grade students, as well as all FCAT level 1-3 students in grades 4 and 5. Both classroom teachers and reading intervention teachers will analyze the data and collaborate to best meet the needs of the students they serve.

**Who is responsible for monitoring implementation of this strategy?**

Principal, Assistant Principal, Reading Coach, Reading Intervention Teacher, Classroom Teacher

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Oslay Gil	Principal
Jodi Washington	Assistant Principal
Kate Phillips	Reading Coach
Te'Anka Pinder	Curriculum Facilitator
Michele Katz-DiGiacomo	ESE Specialist
Olga Membreno	Speech/Language Pathologist
Aven Roberts	Media Specialist

**How the school-based LLT functions**

The LLT meets twice a month to discuss ways of improving literacy within the school and the community. An agenda is created and provided for each LLT stakeholder. The team discusses ways to increase literacy learning and student achievement. After all LLT meetings, LLT members disseminate the information back to the staff, either through faculty or team meetings.

### **Major initiatives of the LLT**

The LLT will focus on the implementation of the Common Core State Standards in all grades while blending NGSSS in grades 3-5. Additionally, the team will focus on supporting the implementation of the Daily Five for literacy instruction across all grade levels.

The LLT will spearhead and support school-wide initiatives such as the ones listed below to increase proficiency in all areas of literacy:

- Accelerated Reader
- Gathering and using data to analyze the effectiveness of instruction
- Sharing best practices associated with the Common Core State Standards
- Literacy Nights to enable parents to help their children at home

Riverland Elementary's LLT will also provide trainings to its parents during Parent Literacy Nights to increase literacy within the homes. Translators will also be provided to assist our ESOL parents.

Trainings will offer the following: make and take activities; technology assistance; Think-Pair-Share; Think Alouds; reading in the content areas; reading and writing connections, etc.

## **Every Teacher Contributes to Reading Instruction**

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

All core classes at Riverland Elementary School are self-contained, meaning that every teacher teaches every subject, including 120 minutes of English Language Arts. All specials and world languages teachers support the reading development of every student through relevant read alouds, modeled think alouds, and vocabulary strategy instruction. Students also get an hour of reading instruction each day in addition to their 120 minute ELA instructional block. This reading instruction is delivered by a reading intervention teacher.

## **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**

Riverland Elementary School's Early HeadStart and HeadStart Programs prepare students and parents to have a smooth transition to Kindergarten by providing students with the academic support needed to meet Kindergarten readiness and providing parents with information about the Kindergarten enrollment process.

- Our preschool teachers create and mail Kindergarten Roundup flyers to neighboring childcare centers and post the dates of the events on our school's website.
- Kindergarten Roundup is scheduled for parents and children to visit our school prior to the beginning of the next school year. Parents and children are welcomed and given a tour of the school by administration and the Kindergarten teachers. Information critical to the Kindergarten registration process, such as what forms are to be completed and other requirements, such as immunization, are also discussed.
- The Friday prior to students starting Kindergarten, parents and children attend an Open House/Meet and Greet, which allows parents and students to visit their new classroom, meet their teacher, and discuss Kindergarten expectations and procedures.
- Once the school year is underway, the Kindergarten Team hosts a Family Night, which provides

strategies to help students and parents succeed. Teachers also facilitate parent-teacher conferences to discuss how they can collaborate to best meet the individual needs of the students.

## 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%	44%	No	67%
American Indian				
Asian				
Black/African American	61%	41%	No	65%
Hispanic	68%	49%	No	72%
White	70%	50%	No	73%
English language learners	58%	22%	No	62%
Students with disabilities	49%	36%	No	54%
Economically disadvantaged	64%	44%	No	68%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	40%
Students scoring at or above Achievement Level 4	47	17%	27%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	83	45%	51%
Students in lowest 25% making learning gains (FCAT 2.0)	29	60%	64%



**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)	80	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	16%	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	56	50%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	68%	36%	No	71%
American Indian				
Asian				
Black/African American	66%	37%	No	69%
Hispanic	69%	34%	No	72%
White	58%	42%	No	63%
English language learners	63%	13%	No	67%
Students with disabilities	60%	24%	No	64%
Economically disadvantaged	67%	36%	No	70%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	24%	48%
Students scoring at or above Achievement Level 4	33	12%	23%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	95	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	61%	66%

**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	15	18%	24%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		8%

**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]		100%

**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		100
Participation in STEM-related experiences provided for students	650	100%	100%

**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	173	27%	20%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	0%
Students who are not proficient in reading by third grade	74	79%	70%
Students who receive two or more behavior referrals	32	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	3%	1%

**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**

Monthly parent trainings will be offered through Title One. Improved parent communication will serve to attract more parents to important school meetings, events, and parent trainings.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents involved in the SAC as well as attending Title One parent trainings.	350	53%	68%

## Goals Summary

- G1.** All teachers will create an environment that fosters student engagement and independent learning.

## Goals Detail

**G1.** All teachers will create an environment that fosters student engagement and independent learning.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Wonderful Students Daily 5 /Café Conferencing Data Individual Book Boxes with Good Fit Books for all students Computers/Software Accelerated Reader Writing Strategies for writing across content area; reading, math, writing, science Journeys/Go Math! Daily 5 Support Group-After School for teachers Reading Intervention/Instruction Foundations/Phonics for Reading /Intermediate Rewards iStation and Earobics Summer and Pre-planning Professional Development Scoring Cadre for Writing Monthly Writing Assessments K-5 Monthly Progress Monitoring FCAT TestMaker Pro Assessments for Grades 2-5 Rigor and Relevance Framework Training Team Collaboration Administrative Conferencing with Teachers, Pre- and Post-observations FAIR K-5 BAT I and II All Self-Contained Classroom World Languages Magnet Program 30 Minutes of instruction in a foreign language every other day District and State Support CHAMPs Support from Team Leaders and Administrators

### Targeted Barriers to Achieving the Goal

- There is a lack of understanding of how to implement remediation strategies, increase rigor, and expose low-performing students to grade level content in order to meet grade level expectations.
- There is a lack of professional development opportunities and time for collaboration to enable teachers to identify effective strategies and resources that will allow students to make text connections and persevere in solving problems.

## Plan to Monitor Progress Toward the Goal

Classrooms will be monitored for increases in student stamina to measure student engagement and independent learning.

**Person or Persons Responsible**

Classroom teachers, team leaders, support staff, and administration

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Stamina charts, student-teacher conferencing, and student self-assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will create an environment that fosters student engagement and independent learning.

**G1.B1** There is a lack of understanding of how to implement remediation strategies, increase rigor, and expose low-performing students to grade level content in order to meet grade level expectations.

**G1.B1.S1** Teachers will implement effective remediation strategies and plan interdisciplinary/thematic units using the Understanding Backward Design process and the Rigor and Relevance Framework.

### Action Step 1

Teachers will implement the Daily 5 and CAFE strategies for remediation to increase student engagement and independent learning.

#### Person or Persons Responsible

All classroom teachers

#### Target Dates or Schedule

August 2013 through June 2014

#### Evidence of Completion

Lesson Plans, Classroom Observations, Student Work Samples

## **Action Step 2**

Teachers will receive a refresher training in the Rigor and Relevance Framework and be introduced to the Understanding Backward Design planning format in order to increase rigor and relevance through interdisciplinary units of instruction.

### **Person or Persons Responsible**

All classroom teachers, support staff, and administration

### **Target Dates or Schedule**

August 2013 through June 2014

### **Evidence of Completion**

Sign-in Sheets, Agendas, and Lesson Plans

### **Facilitator:**

Oslay Gil, Principal Jodi Washington, Assistant Principal Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

### **Participants:**

All classroom teachers, support staff, and administration

## **Action Step 3**

All reading intervention teachers were trained in the research-based intervention programs that will be utilized during the 60 minutes of additional reading instruction offered daily.

### **Person or Persons Responsible**

Reading Intervention Teachers, Specials Teachers, and World Languages Teachers

### **Target Dates or Schedule**

August 2013

### **Evidence of Completion**

Sign-in Sheets and Agendas

### **Facilitator:**

Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

### **Participants:**

Reading Intervention Teachers, Specials Teachers, and World Languages Teachers

#### **Action Step 4**

Teachers were trained in the Daily 5/CAFE, which includes effective remediation strategies to be implemented during the ELA block of instruction.

##### **Person or Persons Responsible**

All classroom teachers

##### **Target Dates or Schedule**

Initial training took place during the pre-planning week in August 2013 and will be on-going throughout the school year.

##### **Evidence of Completion**

PD sign-in sheets and agendas

##### **Facilitator:**

Jodi Washington, Assistant Principal

##### **Participants:**

All classroom teachers, support staff, and administration

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

Classroom Observations

##### **Person or Persons Responsible**

Administration

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Student work samples and lesson plans



## Plan to Monitor Effectiveness of G1.B1.S1

Weekly Student Contracts, FAIR, BAT, Mini-Assessments, Formative and Summative Classroom Assessments

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Every six weeks

### Evidence of Completion

Individual teacher progress monitoring conference notes

**G1.B2** There is a lack of professional development opportunities and time for collaboration to enable teachers to identify effective strategies and resources that will allow students to make text connections and persevere in solving problems.

**G1.B2.S1** Teachers will utilize common planning and release time for professional development and collaboration with colleagues focusing on identifying effective strategies and resources to help students make text connections and persevere in solving problems.

### Action Step 1

Teachers will utilize common planning time for horizontal and vertical planning with colleagues and support staff to identify effective strategies and resources that will teach students to make text connections and persevere in solving problems.

### Person or Persons Responsible

All teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Agendas

## **Action Step 2**

Teachers will be released one day every six weeks, for a total of five days of professional development and collaboration.

### **Person or Persons Responsible**

All teachers

### **Target Dates or Schedule**

One day every six weeks

### **Evidence of Completion**

Sign-in Sheets, Agendas, Lesson Plans

### **Facilitator:**

Oslay Gil, Principal Jodi Washington, Assistant Principal Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

### **Participants:**

All teachers

## **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Progress monitoring conferences with individual teachers and weekly classroom walkthroughs will monitor the fidelity of implementation of effective strategies and use of appropriate resources.

### **Person or Persons Responsible**

Administration Support Staff

### **Target Dates or Schedule**

Weekly for classroom walkthroughs Every six weeks for progress monitoring conferences

### **Evidence of Completion**

Student work samples, lesson plans, and classroom observations

## Plan to Monitor Effectiveness of G1.B2.S1

FAIR, BAT, Mini-Assessments, Formative and Summative Classroom Assessments, Informal Teacher Observations

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly for student assessment data Weekly for informal teacher observations

### **Evidence of Completion**

Student assessment results and individual teacher progress monitoring conference notes

## 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 1, Part A

Title I funds provide additional teachers to assist students, particularly low performing students.

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

#### Title 1, Part C

Eight migrant students have been identified. We will collaborate with community agencies to ensure that needed services, such as health and nutrition are provided. Remediation and tutoring services will be provided, as needed.

#### Title 1, Part D

N/A

#### Title II

Teachers participate in district-developed workshops, such as the Common Core State Standards training. Summer leadership workshops are supported with district Title I funds.

#### Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural Department provides ESOL instructional materials to be used with ELL students.

#### Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

#### Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide additional tutoring and enrichment services for students.

#### Violence Prevention Programs

Riverland Elementary School will implement the School Board of Broward County's approved Anti-Bullying policy. The policy sets forth guidelines for identification and reporting of bullying. The policy requires teachers and staff to utilize a variety of prevention and intervention activities to maintain a safe environment. Counseling is provided through the school counselor, the Starting Place and/or Chrysalis.

Riverland Elementary School also participates in Red Ribbon Week that supports the prevention of violence in and

around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment.

#### Nutrition Programs

Free or reduced price meals are offered to children whose families meet income requirements. This helps assure that all children have access to nutritious food during the school day. Eligible students receive this meal benefit during both breakfast and lunch each school day.

#### Housing Programs

N/A

#### Head Start

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the two HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Teaching Strategies Gold Report, detailing students' ongoing assessment, is placed in the students' cumulative folders to familiarize Kindergarten teachers with the HS students' progress in the program. The Head Start Program ensures a smooth transition to kindergarten by specifying the necessary enrollment process and timeline to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup events at the home schools.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

## 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.** All teachers will create an environment that fosters student engagement and independent learning.

**G1.B1** There is a lack of understanding of how to implement remediation strategies, increase rigor, and expose low-performing students to grade level content in order to meet grade level expectations.

**G1.B1.S1** Teachers will implement effective remediation strategies and plan interdisciplinary/thematic units using the Understanding Backward Design process and the Rigor and Relevance Framework.

### PD Opportunity 1

Teachers will receive a refresher training in the Rigor and Relevance Framework and be introduced to the Understanding Backward Design planning format in order to increase rigor and relevance through interdisciplinary units of instruction.

#### Facilitator

Oslay Gil, Principal Jodi Washington, Assistant Principal Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

#### Participants

All classroom teachers, support staff, and administration

#### Target Dates or Schedule

August 2013 through June 2014

#### Evidence of Completion

Sign-in Sheets, Agendas, and Lesson Plans

## **PD Opportunity 2**

All reading intervention teachers were trained in the research-based intervention programs that will be utilized during the 60 minutes of additional reading instruction offered daily.

### **Facilitator**

Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

### **Participants**

Reading Intervention Teachers, Specials Teachers, and World Languages Teachers

### **Target Dates or Schedule**

August 2013

### **Evidence of Completion**

Sign-in Sheets and Agendas

## **PD Opportunity 3**

Teachers were trained in the Daily 5/CAFE, which includes effective remediation strategies to be implemented during the ELA block of instruction.

### **Facilitator**

Jodi Washington, Assistant Principal

### **Participants**

All classroom teachers, support staff, and administration

### **Target Dates or Schedule**

Initial training took place during the pre-planning week in August 2013 and will be on-going throughout the school year.

### **Evidence of Completion**

PD sign-in sheets and agendas

**G1.B2** There is a lack of professional development opportunities and time for collaboration to enable teachers to identify effective strategies and resources that will allow students to make text connections and persevere in solving problems.

**G1.B2.S1** Teachers will utilize common planning and release time for professional development and collaboration with colleagues focusing on identifying effective strategies and resources to help students make text connections and persevere in solving problems.

### **PD Opportunity 1**

Teachers will be released one day every six weeks, for a total of five days of professional development and collaboration.

#### **Facilitator**

Oslay Gil, Principal Jodi Washington, Assistant Principal Kate Phillips, Reading Coach Te'Anka Pinder, Curriculum Facilitator

#### **Participants**

All teachers

#### **Target Dates or Schedule**

One day every six weeks

#### **Evidence of Completion**

Sign-in Sheets, Agendas, Lesson Plans



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will create an environment that fosters student engagement and independent learning.	\$21,483
Total		\$21,483

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title One Professional Development	\$16,483	\$0	\$0	\$16,483
Title One Professional Development Materials	\$0	\$4,000	\$1,000	\$5,000
Total	\$16,483	\$4,000	\$1,000	\$21,483

### Budget Details

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

**G1.** All teachers will create an environment that fosters student engagement and independent learning.

**G1.B1** There is a lack of understanding of how to implement remediation strategies, increase rigor, and expose low-performing students to grade level content in order to meet grade level expectations.

**G1.B1.S1** Teachers will implement effective remediation strategies and plan interdisciplinary/thematic units using the Understanding Backward Design process and the Rigor and Relevance Framework.

#### Action Step 3

All reading intervention teachers were trained in the research-based intervention programs that will be utilized during the 60 minutes of additional reading instruction offered daily.

#### Resource Type

Evidence-Based Materials

#### Resource

Fundations, Phonics for Reading, and Intermediate REWARDS

#### Funding Source

Title One Professional Development Materials

#### Amount Needed

\$4,000

#### **Action Step 4**

Teachers were trained in the Daily 5/CAFE, which includes effective remediation strategies to be implemented during the ELA block of instruction.

##### **Resource Type**

Evidence-Based Program

##### **Resource**

The Daily Five book and The CAFE Book

##### **Funding Source**

Title One Professional Development Materials

##### **Amount Needed**

\$1,000

**G1.B2** There is a lack of professional development opportunities and time for collaboration to enable teachers to identify effective strategies and resources that will allow students to make text connections and persevere in solving problems.

**G1.B2.S1** Teachers will utilize common planning and release time for professional development and collaboration with colleagues focusing on identifying effective strategies and resources to help students make text connections and persevere in solving problems.

#### **Action Step 2**

Teachers will be released one day every six weeks, for a total of five days of professional development and collaboration.

##### **Resource Type**

Professional Development

##### **Resource**

Substitute teachers to provide teacher release time

##### **Funding Source**

Title One Professional Development

##### **Amount Needed**

\$16,483