

Broward County Public Schools

Riverland Elementary School



2022-23 Schoolwide Improvement Plan

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Riverland Elementary School

2600 SW 11TH CT, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Oslay Gil

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (49%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Riverland Elementary School

2600 SW 11TH CT, Fort Lauderdale, FL 33312

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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SIP Authority

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gil, Oslay	Principal	The duties and responsibilities of the principal include supervising the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, Mr. Gil implements instructional curricular programs to meet the individual needs of students at Riverland Elementary. Moreover, he is charged with recruiting, hiring and retaining highly qualified teachers and providing the appropriate professional development to further develop the staff.
Familia, Katherine	Assistant Principal	As assistant principal, Ms. Familia's duties and responsibilities include supporting Mr. Gil in the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, she will support the implementation of instructional curricular programs to meet the individual needs of students at Riverland Elementary. Moreover, she is charged with supporting Mr. Gil's efforts in the recruitment, hiring and retention of highly qualified teachers and providing the appropriate professional development to further develop staff.
Ahkin Chin Tai, Leonora	Reading Coach	As the literacy coach, Mrs. Ahkin Chin Tai is responsible for working collaboratively with both the leadership team and teachers. Her responsibilities include classroom-based modeling, one-on-one support, observing instructional delivery and providing feedback to enhance instruction, facilitating teachers' requests for professional development as well as monitoring students' progress.
Galloway, Ashley	Curriculum Resource Teacher	The responsibilities of Mrs. Ashley Galloway as a curriculum facilitator and resource teacher are to collaborate with teachers and provide support with planning, implementing lessons, and providing resources.
Smith, Quana	Curriculum Resource Teacher	As the curriculum facilitator, Mrs. Smith collaborates with the leadership team as well as team leaders to provide a comprehensive approach to implementing curriculum and instruction.
Montiel, Peggy	Other	The role of the ESE Specialist is to provide information and support to students, families, and professionals about local resources and support groups. The ESE Specialist works with general education teachers regarding their role and responsibility to students with disabilities (SWD) and the gifted. The ESE Specialist maintains all records, test data, Educational Plans (EP), for gifted students, and Individual Educational Plans (IEP) for the students with disabilities at Riverland Elementary.
Njuguna, Elsieann	School Counselor	As the school counselor, Mrs. Njuguna aligns her Annual School Counseling Plan (ASCP) with the American School Counselor Association (ASCA) Model and School Principal's vision. She continues to build relationships with her staff and school community to maximize her ability to serve students. She reviews academic, behavioral, and attendance data via BASIS to identify students in need of services supporting the needs of our most fragile students.

Demographic Information

Principal start date

Friday 7/1/2011, Oslay Gil

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

487

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	68	102	78	89	84	0	0	0	0	0	0	0	476
Attendance below 90 percent	29	22	43	25	39	37	0	0	0	0	0	0	0	195
One or more suspensions	0	0	2	0	10	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	33	31	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	37	31	0	0	0	0	0	0	0	97
Number of students with a substantial reading deficiency	0	3	4	7	9	1	0	0	0	0	0	0	0	24

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	14	45	39	0	0	0	0	0	0	0	102

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	63	102	73	84	77	0	0	0	0	0	0	0	447
Attendance below 90 percent	4	7	16	6	6	11	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	19	22	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	1	12	29	24	0	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	18	17	21	0	0	0	0	0	0	0	62

The number of students identified as retainees:

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	48	63	102	73	84	77	0	0	0	0	0	0	0	447
Attendance below 90 percent	4	7	16	6	6	11	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	19	22	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	1	12	29	24	0	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	6	18	17	21	0	0	0	0	0	0	0	62

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	58%	56%				46%	59%	57%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	64%						45%	60%	58%
ELA Lowest 25th Percentile	59%						46%	54%	53%
Math Achievement	37%	54%	50%				62%	65%	63%
Math Learning Gains	72%						61%	66%	62%
Math Lowest 25th Percentile	67%						41%	53%	51%
Science Achievement	18%	59%	59%				39%	46%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-47%				
05	2022					
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	65%	-7%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-58%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	64%	-14%	60%	-10%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	49%	-15%	53%	-19%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	43	38	21	50	54					
ELL	27	63	60	29	76	75	19				
BLK	30	63	61	35	69	55	11				
HSP	42	66	56	38	78	86	21				
FRL	36	66	68	38	72	63	18				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	27		19	21		8				
ELL	24	37		31	26	36	17				
BLK	26	25		24	41	20	16				
HSP	37	50	45	35	34		31				
FRL	28	34	36	26	37	38	26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	39	43	21	42	25	20				
ELL	45	43	45	60	62	53	38				
BLK	46	49	64	60	60	38	30				
HSP	46	40	32	66	63	50	43				
FRL	45	44	47	61	61	41	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Riverland Elementary demonstrated a 7% increase in the overall proficiency in ELA from 2020 to 2021, moving from 30 to 37 points. Moreover, there was a 27% increase in the percentage of students demonstrating overall learning gains in ELA, moving from 37 to 64 points. Students in the lowest quartile learning gains increased by 24%, moving from 35 to 59 points respectively. We are currently mitigating significant learning gaps in both ELA and Mathematics. Our progress monitoring tools, the include F.A.S.T. Assessment, SuccessMaker, EnVision Math Assessments, and the Benchmark Advance Unit Assessments.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on PM1 F.A.S.T. results, our greatest need for improvement is in math which reflects only 4% of our students having met proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor to this need for improvement is a gap in mathematical foundational skills, in particular the development of the students' conceptual understanding.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most significant improvement was noted in a 9% increase in the FSA Mathematics achievement when compared to 2021. A total of 72% of students in grades 3-5 achieved learning gains and 67% of students in the lowest quartile.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was a significant gap in achievement due to Covid, resulting in improvement for the 2021-2022 FSA data. Our greatest area of concern is the percentage of students scoring an achievement level 1 in English Language Arts and Mathematics. As per our data these areas have a direct correlation. The school worked to decrease the gaps in mathematics through tutoring opportunities and ESSER teacher support for student learning through pull-out and push-in instruction.

What strategies will need to be implemented in order to accelerate learning?

We will implement our PLCs, collaborative data conversations, professional learning, District support from the Math Department.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Riverland Elementary School will continue to support the development and growth of teachers' instructional practice with the provision of professional development as it relates to the differentiation of instruction, the provision of strategic small group instruction and the implementation of appropriate interventions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will participate in lesson studies, professional learning communities, and continued professional development opportunities. Students will be provided with additional support via extended learning opportunities. Students will continue to receive the opportunity to participate in extended learning opportunities after school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

Riverland Elementary demonstrated a 4% proficiency rate as it relates to the baseline data according to the PM1 F.A.S.T. assessment.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

By June 2023 Riverland Elementary will increase the overall math proficiency from 4% to 10%.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

The area of focus will be monitored through progress monitoring assessments using Topic Assessments, F.A.S.T., and Renaissance (STAR Math). Riverland Elementary School will participate in six week instructional cycles followed by Collaborative Progress Monitoring Conversations.

**Person
responsible for
monitoring
outcome:**

Oslay Gil (oslay.gil@browardschools.com)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

Riverland Elementary will continue to implement the 90 minute math instructional plan to include fluency instruction, whole group mathematics instruction uninterrupted, small group instruction, and interventions and enrichment. We will continue to give special attention to and designating specific times to small group instruction where teachers will differentiate instruction to meet the individual needs of students. Accordingly, we have also deliver professional development centered around the 90 minute math instructional framework.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Our data reflects the need to provide strategic instructional supports during math small group remediation and enrichment to address the academic deficiencies of students in order to maintain their instructional momentum towards proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We collaborated with district personnel to provide ongoing professional development in math. More specifically, we will generate a schedule and provide all kindergarten through fifth grade teachers with opportunities to plan math lessons focused on the conceptualization of mathematical concepts.

Person Responsible Oslay Gil (oslay.gil@browardschools.com)

#2. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Chronic absenteeism prevents students from receiving the full benefits of our instructional program. For the 2021-2022 school year, 37% of our students were chronically absent.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, Riverland Elementary overall chronically absent percentage will decrease from 37% to 30%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance will be monitored by teachers, the Leadership Team and the Collaborative Problem Solving Team. Should concerns arise, interventions will be provided as needed.

Person responsible for monitoring outcome:

Quana Smith (quana.smith@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Furthermore, we will ensure that these students are in the Response to Intervention process and are receiving emotional, behavioral and academic supports. We will hold quarterly data chats to monitor student progress

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

For the 2021-2022 school year, 37% of our students were chronically absent. Chronic absenteeism is defined as students who have missed ten or more days of school. Through the Response to Intervention we will identify students who are at risk based on the factors identified through this process. This strategy allows for effective problem solving.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students who are considered chronically absent. Review students presently in Rtl and ensure that all students have been referred. Ensure the provision of emotional, behavioral and academic supports and interventions as needed. Provide quarterly incentives for students with perfect attendance.

Person Responsible Peggy Montiel (tonya.montiel@browardschools.com)

Students who are chronically absent will be referred to the School Counselor as well as the Social Worker who contact the parents to ensure that barriers to students' absences are addressed. Additionally, attendance certificates will be provided to students as a motivation for perfect attendance.

Person Responsible Quana Smith (quana.smith@browardschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 our Students with Disabilities were rated at 31% FPPI. Furthermore, 84% of our Students with Disabilities were inadequate, 12% below satisfactory, and 4% on grade-level. This data supports the critical need for continuous improvement in the instruction of our Students with Disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June of 2023, our Students with Disabilities will be rated at or above 41% FPPI.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored via F.A.S.T. Assessments, EnVision Math progress monitoring assessments. Moreover, Riverland Elementary School will participate in six week instructional cycles followed by Collaborative Progress Monitoring Conversations.

Person responsible for monitoring outcome:

Peggy Montiel (tonya.montiel@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Riverland Elementary will continue to implement the district's gradual release model during the 90-minute math block. This school year we will be giving special attention to helping students build conceptual understanding of mathematical concepts, during whole group instruction and via the activities and centers. On the other hand, we will provide remediation and enrichment via small group instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Although there was an overall increase of points in the Math proficiency rate for the subgroup of Students with Disabilities, our data reflects the need to provide strategic instructional supports during small group instruction to address the academic deficiencies of students in order to continue building on the foundational skills. Thus, students will require remediation relevant to necessary mathematical prerequisite skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following steps are being taken to address the Area of Focus:

Professional Development provided by the District at the school level, follow-up planning sessions with teachers, implementation of the planned lessons and feedback to teachers based on lesson implementation. Students progress will be monitored and adjustments made to lessons to address individual student's needs.

Person Responsible Katherine Familia (katherine.familia@browardschools.com)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to PM1 of the Florida Assessment of Student Thinking (FAST), 15% of students are proficient in English Language Arts showing a significant academic gap in reading proficiency for 85% of our students.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 40% of our students will demonstrate reading proficiency as measured by the final administration of the Florida Assessment of Student Thinking (FAST).

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Classroom observations will be conducted. Collaborative Data Conversations will be held every six weeks to monitor the effectiveness of the plan.

Person responsible for monitoring outcome:

Katherine Familia (katherine.familia@browardschools.com)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers and support staff members will collaborate to plan and conduct weekly PLCs including lesson studies to identify best practices, develop effective lessons, and select appropriate resources to address the class and individual student needs.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Professional Learning Communities provide a research based protocol to identify effective instructional strategies and analysis of data for continuous improvement.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support staff members will complete 6-week coaching cycles with teachers, conduct lesson studies.

Person Responsible Leonora Ahkin Chin Tai (leonora.ahkin-chin-tai@browardschools.com)

The Leadership Team will host collaborative data chats, share best practices, and review student work samples.

Person Responsible Oslay Gil (oslay.gil@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grade K-2 demonstrated a gap in the area of phonics using STAR Literacy and the previous year's iReady data. This gap contributes to the percentage of students not achieving reading proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in grades 3-5 demonstrated a gap in the area of phonics using F.A.S.T. and the previous year's iReady data. This gap contributes to the percentage of students not achieving reading proficiency as evidenced by the 37% of students achieving a level 3 or above on the 2022 English Language Arts FSA.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 40% of kindergarten through second grade students will perform at or above grade level on the Star Literacy State ELA assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, 40% of third through fifth grade students will achieve a level 3 on the standardized ELA assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area of focus will be monitored via collaborative conversation sessions where data analysis will be conducted and student goals will be reviewed and revised to ensure appropriate action steps toward student progress. Data resulting from Benchmark Advance assessments, Star Literacy progress monitoring assessments and research based intervention progress monitoring assessments will be analyzed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gil, Oslay, oslay.gil@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The tier I curriculum, Benchmark Advance, is aligned to the B.E.S.T. ELA Standards. The interventions utilized within our tiers 2 and 3 are evidence based. These include Reading Horizons, SIPPS and Leveled Literacy Intervention.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

These programs provide explicit instruction in all six components of reading. Moreover, intervention resources provide targeted instruction relevant to the areas of deficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning will be provided to ensure all faculty are properly trained to provide effective instruction and interventions as needed.	Gil, Oslay, oslay.gil@browardschools.com
Literacy Coaching will be provided by the Literacy coach and additional instructional facilitators to support teacher professional growth.	Familia, Katherine, katherine.familia@browardschools.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive school culture and environment.

We will continue to collaborate with all stakeholders to ensure the provision of a positive culture and environment for all students and staff. The leadership team including, the principal, assistant principal, instructional coaches, ESE specialist, school counselor, social worker and team leaders will continue to positively engage students in positive school events to include counseling, mindfulness and culturally relevant activities. We will partner with our parents and community stakeholders to ensure that we continue to meet the needs of all families and students.