

Orange County Public Schools

Riverside Elementary



2022-23 Schoolwide Improvement Plan

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Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

<https://riversidees.ocps.net/>

Demographics

Principal: Kelly Pelletier

Start Date for this Principal: 7/20/2022

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 White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: B (54%) 2017-18: D (36%)
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 was approved by the Orange County School Board on 1/24/2023.

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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Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

<https://riversidees.ocps.net/>

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	85%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Pelletier, Kelly	Principal	The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social, and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing, and communicating information to enforce school, district and state policies. The principal; maintains a safe school environment, coordinates site activities, and communicates information to staff, students, parents, and community members. The principal is responsible for interviewing, hiring, and supervising school employees to ensure the highest performance standards.
Hurdle, Charisse	Assistant Principal	The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assists the principal in providing instructional leadership to staff, including curriculum planning, review, implementation and professional development. The role also includes helping to ensure the overall safety and wellbeing of students, staff, and school visitors; supports in school discipline, and enforces school, district, and state policies.
Oakes, Lindsey	Instructional Coach	The instructional coach facilitates the "New to Riverside Teachers" and beginning teacher program, completes coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provides professional development.
Wood, Haley	Other	The MTSS coach's responsibilities includes overseeing the MTSS process, implementing and monitoring intervention for the lowest 25%, provides instructional support to students in need of Tier III support, and provides support to data leads of each grade level to develop data literacy school-wide.
Craig, Anthea	Reading Coach	The reading coach's role is to provide instructional support in ELA, support teachers in building lessons and assessments, conducts non-evaluative observations with feedback, completes coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provides professional development.
Rideout, Heather	Math Coach	The math/science coach's role is to provide instructional support in math and science, support teachers in building lessons and assessments, conducts non-evaluative observations with feedback, completes coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provides professional development.
Labrada, Zoe	Staffing Specialist	The staffing specialist's role is to collaborate with teachers to establish individual learning plans and 504 plans for students that have been identified based upon the MTSS process. Additionally, the staffing specialist oversees the school wide MTSS process by ensuring teachers are collecting academic

Name	Position Title	Job Duties and Responsibilities
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data with fidelity and providing the appropriate intervention support for students in need of Tier II or Tier III support.

Demographic Information

Principal start date

Wednesday 7/20/2022, Kelly Pelletier

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.*

11

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

465

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

15

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

17

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	9	3	12	19	14	0	0	0	0	0	0	0	57
One or more suspensions	0	4	0	1	0	8	0	0	0	0	0	0	0	13
Course failure in ELA	0	3	2	7	11	0	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	8	18	4	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	17	11	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	20	17	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	0	0	6	24	17	0	0	0	0	0	0	0	47

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	8	3	14	27	21	0	0	0	0	0	0	0	73

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	4	0	0	0	0	0	0	0	0	0	4
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 8/2/2022

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	65	83	76	77	92	81	0	0	0	0	0	0	0	474
Attendance below 90 percent	9	7	13	21	15	8	0	0	0	0	0	0	0	73
One or more suspensions	1	1	2	3	1	0	0	0	0	0	0	0	0	8
Course failure in ELA	6	7	8	15	4	5	0	0	0	0	0	0	0	45
Course failure in Math	3	3	10	10	14	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	13	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	10	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	24	2	6	0	0	0	0	0	0	0	32

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	9	7	13	25	16	8	0	0	0	0	0	0	0	78

The number of students identified as retainees:

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

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	65	83	76	77	92	81	0	0	0	0	0	0	0	474
Attendance below 90 percent	9	7	13	21	15	8	0	0	0	0	0	0	0	73
One or more suspensions	1	1	2	3	1	0	0	0	0	0	0	0	0	8
Course failure in ELA	6	7	8	15	4	5	0	0	0	0	0	0	0	45
Course failure in Math	3	3	10	10	14	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	13	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	10	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	24	2	6	0	0	0	0	0	0	0	32

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	9	7	13	25	16	8	0	0	0	0	0	0	0	78

The number of students identified as retainees:

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

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	40%	56%	56%				42%	57%	57%
ELA Learning Gains	50%						53%	58%	58%
ELA Lowest 25th Percentile	35%						60%	52%	53%
Math Achievement	48%	46%	50%				54%	63%	63%
Math Learning Gains	60%						63%	61%	62%
Math Lowest 25th Percentile	69%						65%	48%	51%
Science Achievement	49%	61%	59%				42%	56%	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	40%	55%	-15%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-40%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-39%				

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	54%	62%	-8%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	49%	63%	-14%	64%	-15%
Cohort Comparison		-54%				
05	2022					
	2019	49%	57%	-8%	60%	-11%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	54%	-13%	53%	-12%
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	11	43	30	19	50	40	8				
ELL	31	38		41	68		40				
BLK	36	46	29	44	55	73	39				
HSP	35	45	27	52	64	73	46				
WHT	47	64		44	56		64				
FRL	37	48	36	46	62	71	47				

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	10			13							
ELL	36	55		30	27		50				
BLK	26	29	10	26	25	27	26				
HSP	36	18		36			55				
MUL	30			50							
WHT	50	62		54	36		67				
FRL	28	35	21	30	19	7	28				

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	22	46	53	24	54	47					
ELL	24	50	55	38	52	60	13				
BLK	38	56	56	51	66	61	34				
HSP	36	53	64	50	60	71	38				
MUL	18			27							
WHT	55	49		66	63		62				
FRL	37	52	64	49	58	65	34				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	45
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	46
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	49
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

The 2022 Florida Standards Assessment (FSA) data reflects proficiency of 45% in ELA, 54% in Math, and 53% in Science. 50% learning gains in ELA, 60% learning gains in Math, and 13% in Science proficiency. ELA learning gains showed an increase of 12% and math learning gains showed an increase of 36%. Our lowest 25% showed an increase of 6% in ELA and 44% in math. Our multiracial subgroup performed at 23% proficiency, which is significantly lower than the white subgroup, which performed at 59%.

According to the 2022-2023 End of Year i-Ready Diagnostic, ELA proficiency increased from 23% to 57% and math increased from 14% to 49% compared to the Beginning of the Year i-Ready Diagnostic.

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

Based on the Florida Standards Assessment (FSA), ELA proficiency, learning gains, and learning gains of our lowest 25% reflect the greatest need for improvement. ELA proficiency only increased by 4% points, ELA learning gains increased by 12% points, and ELA learning gains from our lowest 25% increased by 6%. Our multiracial subgroup is also an area of focus due to performing below 32% for two consecutive years.

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 the lack of content knowledge, and pedagogical and data decision-making by teachers. Teachers need support with effectively implementing district-wide Curriculum Resource Materials (CRM) and processing and monitoring strategies. Professional development will be provided on best practices as well as how to appropriately analyze data and make instructional adjustments.

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

The 2022 Florida Standards Assessments (FSA) data components reflected math showing the most improvement. Students increased proficiency by 36% in math learning gains, from 24% to 60%. The lowest 25% in math also increased from 25% to 69%.

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

The contributing factor for this improvement was the math/science coach becoming the Science, Technology, Engineering, Art, and Math (STEAM) special area teacher. The math/science coach reviewed math and science concepts with students and provided them opportunities to demonstrate their thinking using manipulatives and engaged them in lab experiments during the special area block. The math/science coach transitioned back into her role as math/science coach full-time and focused and put structures in place for math intervention where there was an intense focus on addressing deficiency. Teachers also meet weekly to discuss math whole group and small group lessons.

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

Interventionists will be utilized to push into classrooms to provide differentiated support to students during small groups and the intervention block. There will be an intensive focus on the MTSS process where data for students receiving Tier II and Tier III instruction will be consistently collected and analyzed to provide targeted instruction to students. The accelerated learning model will be implemented during after-school tutoring to pre-teach academic lessons to students to prepare them for upcoming standards. Breakfast club will be implemented in the morning to address foundation skills for the lowest 25%. Leadership team data meetings will be conducted weekly and teacher data meetings will be conducted bi-weekly to address teacher and student needs.

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.

Professional development opportunities will be provided to teachers throughout the school year to meet their needs. Riverside U, which is a differentiated professional development session offered and is tailored to the needs of our teachers. Teachers will be able to choose the learning path that will be supporting their areas of improvement. Other professional development opportunities will focus on classroom walkthrough data, common assessment data, and Panorama data.

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

Riverside Elementary will be providing morning and after-school tutoring for the lowest 25% performing students. During the intervention block, students will be ability grouped and provided tiered support by classroom teachers and interventionists. Tiered coaching support will be provided to teachers based on content knowledge, pedagogy, and classroom management to increase academic achievement. Classroom walkthrough feedback will be provided to teachers with actionable feedback and follow-up. Bi-weekly data meetings will be conducted to monitor student data and discuss the next steps.

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 Standards-aligned Instruction

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

The 2022 Florida Standards Assessment (FSA) data reflects that less than half of our students are proficient in ELA (40%), math (48%), and science (49%). Based on classroom walkthrough data, some of the common trends observed were instruction not aligned to the standard(s), not teaching to the full extent of the standard, not providing students the opportunity to process information, and ineffectively monitoring student responses.

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

Our goal for the 2022-2023 school year is to increase proficiency in ELA from 40% to 45%, math from 48% to 54%, and science from 49% to 53%.

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

The desired outcome will be monitored through informal walkthroughs with actionable feedback provided to teachers, diagnostic assessments, common assessments in ELA and Math, PMA assessment data in Science, and state assessments.

Person responsible for monitoring outcome:

Kelly Pelletier (kelly.pelletier@ocps.net)

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

Common planning will focus on implementing processing and monitoring strategies, so teachers can effectively monitor student responses and provide necessary feedback to guide their thinking. Instructional best practices will be monitored by the leadership team, so teachers can be provided actionable feedback to adjust their instruction. Teachers will engage students in data chats, so students can monitor their academic growth and make students aware of the interventions that will be put in place to increase their proficiency in ELA, Math, and Science.

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

Analyzing student data to adjust instruction to meet the deficiency of students will increase student academic performance.

selecting this strategy.

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.

Implement Professional Learning Communities to collaboratively plan lessons aligned to benchmarks, while providing effective and differentiated instruction based on demonstrated student needs.

Person Responsible Kelly Pelletier (kelly.pelletier@ocps.net)

Monitor classroom instruction to ensure transfer from collaborative planning to instruction in the classroom through classroom walkthroughs.

Person Responsible Charisse Hurdle (charisse.hurdle@ocps.net)

Provide strategic coaching support focused on data analysis and differentiating instruction to include modeling, side-by-side teaching, and actionable feedback.

Person Responsible Charisse Hurdle (charisse.hurdle@ocps.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: ELA proficiency, the lowest 25% learning gains, the multiracial, English Language Learners (ELL), and SWD subgroups are areas of focus based on standardized assessment data. According to the 2021-2022 Florida Standards Assessment (FSA), proficiency in ELA was 40% and our lowest 25% learning gains in ELA was 35%. This year, our multiracial subgroup demonstrated proficiency at 23%, which is the second consecutive year that the subgroup performed below 32%. The ELL subgroup performed at 43% proficiency and the Students with Disabilities (SWD) subgroup was 41%.

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

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

By strengthening and monitoring the effectiveness of small group/differentiated instruction, our percentage in ELA proficiency will increase to 45%, learning gains for the lowest 25% will increase to 45%, multiracial subgroups proficiency will increase to 45%, ELL subgroup will increase to 47%, and the Students With Disabilities (SWD) subgroup will increase to 46%.

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

A classroom observation schedule will be developed and implemented during the intervention block, small group, and core instruction. Walkthrough data will be utilized to provide specific and immediate actionable feedback to teachers with the intent of improving instructional practices. PLCs will focus on addressing the needs of these students and what strategies we can implement to increase student proficiency.

Person responsible for monitoring outcome:

Kelly Pelletier (kelly.pelletier@ocps.net)

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

An intense focus will be on small group differentiated instruction. During PLCs, grade-level teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both diagnostic and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of benchmarks (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments.

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

Differentiating instruction will improve student achievement by meeting all learners' needs.

**resources/
criteria used for
selecting this
strategy.**

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.

Teachers will plan collaboratively using the OCPS Scope and Sequence to ensure alignment with benchmarks. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding.

Person Responsible Sharon Alequin (sharon.alequin@ocps.net)

Teachers will model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully during whole group and small group instruction.

Person Responsible Charisse Hurdle (charisse.hurdle@ocps.net)

Instructional coaches, teachers, and administration will meet weekly to analyze ELA data trends to make instructional decisions about small group lessons and intervention groups. The administrative and leadership team will monitor data through classroom walkthroughs, data chats, and an online data hub.

Person Responsible Kelly Pelletier (kelly.pelletier@ocps.net)

#3. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus Description and Rationale: Riverside will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school’s culture for social and emotional learning, we will see an increase in students’ social awareness and self-management skills.

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

Measurable Outcome: On the 2021-2022 Panorama Student Survey, school safety decreased from 57% to 50%, school climate decreased from 66% to 57%, and social awareness decreased from 62% to 57%. By providing weekly, explicit, standards-based Social Emotional Learning (SEL) lessons focused on strengthening students’ social awareness, problem-solving skills, and sense of belonging.

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

Monitoring: Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and Panorama surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

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

Person responsible for monitoring outcome: Batese Mitchell (batese.mitchell@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data.

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

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

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

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.

Riverside Elementary will continue to utilize the house system as modeled by Ron Clark Academy to build a sense of community across the school and help students gain a sense of belonging. Students will work collaboratively with other house members to earn points school-wide towards a greater goal as a method

to increase student engagement and positive behaviors in the learning environment. House points will be posted weekly and the house with the most points will receive a celebration every nine weeks. House meetings will focus on diving deeper into the character trait of the month with practical hands-on activities and discussions.

Person Responsible Charisse Hurdle (charisse.hurdle@ocps.net)

Riverside will implement the Second Step curriculum during the health block. The school counselor will provide professional development on the appropriate use of the materials. The implementation of the lesson will be monitored and feedback provided to the teachers. The school counselor will also conduct small group sessions with students on emotional regulation, social skills, and living with loss.

Person Responsible Charisse Hurdle (charisse.hurdle@ocps.net)

Professional development will be provided to teachers to help them develop and implement social and emotional strategies throughout the campus.

Person Responsible Kelly Pelletier (kelly.pelletier@ocps.net)

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

According to the i-Ready End-of-Year diagnostic, the percentage of students performing below grade level was 16% in kindergarten, 40% in first grade, and 57% in second grade (not on track to score a level 3). For 2nd grade, Riverside will focus on foundational skills to support reading for understanding in Kindergarten through 3rd Grade by developing awareness of the segments of speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words.

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

According to the ELA Florida Standards Assessment (FSA), the percentage of students performing below grade level was 58% in third, 66% in fourth, and 58% in fifth. Riverside will focus on foundational

Skills to support reading for understanding in Kindergarten through 3rd Grade. For 3rd grade, the focus will be to develop an awareness of the segments of sounds in speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words. For fourth and fifth grade, the focus will be on providing reading interventions for students and building students' decoding skills so they can read complex multisyllabic words.

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)

Grade 2 students in 2022, scored 43% on grade level, these students will be in Grade 3 for 2023 and our goal is to achieve 51% (8% increase) of the students at or above grade level on the FAST.

Grades 3-5: Measureable Outcome(s)

Grade 3 students will achieve 51% (9% increase) of the students at or above grade level on the FAST.
Grade 4 students will achieve 51% (17% increase) of the students at or above grade level on the FAST.
Grade 5 students will achieve 51% (8% increase) of the students at or above grade level on the FAST.

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.

Students will be assessed for progress monitoring throughout the year using school-based common assessments, Literably (oral reading fluency and comprehension), SIPPS, and Wonders Oral Reading Fluency. Administrators will conduct weekly reading walkthroughs and provide actionable feedback with follow-up. Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard-based unit assessments to monitor response to intervention.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hurdle, Charisse, charisse.hurdle@ocps.net

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?

Riverside will focus 2nd and 3rd grade on following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

For 4th grade the focus will be the following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements: Providing Reading Interventions for Students in Grades 4-9:

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.

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?

The programs/practices below use the above Practice guide strategies and meet ESSA strong level of evidence:

-use of daily lesson plans with foundational skills practice from the state adopted ELA curriculum
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

-Heggerty phonics and phonemic awareness curriculum (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS intervention program (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words and also Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

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: Riverside will develop professional learning plans based on the needs of the school. These plans include specific supports for teachers based on progress monitoring data. District professional development options available include literacy coach meetings and K-5 ELA Impact Series.	Hurdle, Charisse, charisse.hurdle@ocps.net
Assessment: Use and analysis of: -FAST -iReady diagnostic -Heggerty Assessments -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades K-2) Use of data to determine interventions and support needs of students	Oakes, Lindsey, lindsey.oakes@ocps.net
Literacy Leadership: Bi-Weekly Literacy leadership team meetings, where data is analyzed and action steps implemented and monitored.	Pelletier, Kelly, kelly.pelletier@ocps.net

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.

In order to establish a positive school culture and climate, Riverside Elementary will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative

strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs.

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

Riverside Elementary school leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and districtwide opportunities, such as the Parent Academy, which focuses on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement in school staff. Riverside Elementary builds positive relationships with parents and families with weekly communication via Orange Connect calls, ClassDojo messages from the teachers, and monthly family events. Monthly nights are utilized to provide families with resources on ways to support their child(ren) in literacy, math, science, and standardized testing.