Riverdale Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

https://riverdalees.ocps.net/

Demographics

Principal: William Charlton

Start Date for this Principal: 7/30/2014

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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: B (58%) 2017-18: C (43%)
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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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	84%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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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
Charlton, William	Principal	rovides a common vision for the use of data-based decision-making, ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development is offered. Ultimately responsible for monitoring of all progress monitoring data (iReady data, intervention data, summative data and other important data such as attendance data). Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Communicates with parents regarding school based plans and activities, designates members of the Leadership Team as grade level liaisons, and meets as a member of the Leadership Team for collaboration.
Miller Bechor, Sheryl	Assistant Principal	Supports the common vision for the use of data-based decision-making, supports the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, supports implementation of intervention support and documentation and supports the implementation of adequate professional development. Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Meets as a member of the Leadership Team for collaboration.
Faircloth, Amber	Curriculum Resource Teacher	esting Coordinator, provides guidance with K-5 math and science instruction, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the reading and math tutoring programs, supports professional development on high yield strategies and best practices in the areas of math and science, facilitates PLC meetings that address lesson planning, instructional practices and data analysis, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, may conduct some coaching observations and walk-throughs to aid in the coaching process, coordinates community volunteers program used to provide small group instruction and remediation in the classroom, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration
Ragley, Margaret	Instructional Coach	rovides guidance with K-12 Reading and Math Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development and model lessons on high yield strategies and best practices for instruction,

Name	Position Title	Job Duties and Responsibilities
		facilitates PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walk-throughs to aid in the coaching process. Responsible for monitoring teacher walk-through data to ensure high yield strategies and best practices for instruction presented at professional development are implemented as expected along with actionable feedback given through observation and walk-throughs. Meets as a member of the Leadership Team for collaboration
Greifenstein, Virginia	Instructional Media	rovides support with the K-12 Reading Plan, facilitates school-wide reading initiatives and monitors and reports Accelerated Reader (AR) and Math Facts data, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP, provides resources for staff members on high yield strategies and best practices in the area of reading, manages textbook and fixed asset inventories, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration. Manages student Ipad and laptop inventory and coaches teachers in effective digital learning strategies.
Moran, Brittany	School Counselor	Provides support for healthy emotional and social development strategies and programs, provides training for instructional staff on the specific social and emotional needs of subgroups in the student body. Oversees Positive Behavior Support and monitors behavior data and school-wide recognition efforts, participates in MTSS meetings where needed and provides follow-up to ensure student success, monitors attendance data and follows up with the required attendance warning letters and processes for compliance serves as a grade level liaison, meets as a member of the Leadership Team, Threat Assessment Team and SELL team. Counsels students one on one and in student groups.
Lawrence, Jeanie	Parent Engagement Liaison	Parent Engagement Laison or (PEL) works alongside key instructional personnel to design parent workshops that allow families to learn a new academic skill or concept, engage in a practice opportunity and receive feedback.. Additionally, Parent Engagement Liaisons ensure resources and opportunities are accessible to all families. The PEL helps with family nights, supports SAC, writes the Parent and Family Engagement Plan and works to support SEL. The PEL also serves as a member of the leadership team to assist with in school activities and events.
Reller, Kerry	Behavior Specialist	Team leader for ASD units at Riverdale Elementary. Supports the staff teaching these units by providing academic resources to support the curriculum as well as behavior support. Behavior support includes crisis intervention, student observation, data collection on targeted behaviors, creation of behavior plans, and analyzing data to create behavior plans. Monitors behavior data of students in ESE at Riverdale along with needs in the general student population. Meets as a member of the Leadership Team for collaboration.

Name	Position Title	Job Duties and Responsibilities
Castro, Kim	Staffing Specialist	Collaborates with administration and staff to ensure students are properly placed according to their individual needs and SIP goals are addressed, analyzes intervention data, participates in MTSS meetings and provides follow-up to ensure student success, provides training for instructional staff on the specific needs of students who receive exceptional student education, manages the compliance of all required meetings and paperwork for students who receive ESE or 504 services, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.
Brown, Joanna	ELL Compliance Specialist	Tier 3 - Provides support for ELL students and tier 3 instruction. Supervises and plans for testing of ELL students. Supports teachers with ELL strategies. Handles administrative duties for paperwork with ELL students. Supports tier 3 instruction with students.

Demographic Information

Principal start date
Wednesday 7/30/2014, William Charlton

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.*
2

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.*
10

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
517

Identify the number of instructional staff who left the school during the 2021-22 school year.
13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	31	27	18	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	27	32	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	8	31	27	18	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

Date this data was collected or last updated

Tuesday 6/28/2022

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	19	102	86	104	88	85	0	0	0	0	0	0	0	484
Attendance below 90 percent	5	26	35	39	37	25	0	0	0	0	0	0	0	167
One or more suspensions	0	3	0	2	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	1	12	20	13	0	0	0	0	0	0	0	46
	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	2	0	1	6	13	0	0	0	0	0	0	0	22

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	1	1	0	1	1	3	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	

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	19	102	86	104	88	85	0	0	0	0	0	0	0	484
Attendance below 90 percent	5	26	35	39	37	25	0	0	0	0	0	0	0	167
One or more suspensions	0	3	0	2	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	1	12	20	13	0	0	0	0	0	0	0	46
	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	2	0	1	6	13	0	0	0	0	0	0	0	22

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	1	1	0	1	1	3	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	

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	51%	56%	56%				53%	57%	57%
ELA Learning Gains	58%						62%	58%	58%
ELA Lowest 25th Percentile	46%						56%	52%	53%
Math Achievement	53%	46%	50%				55%	63%	63%
Math Learning Gains	57%						67%	61%	62%
Math Lowest 25th Percentile	44%						55%	48%	51%
Science Achievement	53%	61%	59%				56%	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	52%	55%	-3%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	46%	57%	-11%	58%	-12%
Cohort Comparison		-52%				
05	2022					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-46%				

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	60%	63%	-3%	64%	-4%
Cohort Comparison		-54%				
05	2022					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	54%	-1%	53%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	13	32	31	26	33	25	9				
ELL	41	49	46	47	58		37				
ASN	94			88							
BLK	36	60	55	29	40	38	21				
HSP	47	54	37	49	57	44	52				
WHT	54	63		63	45		69				
FRL	44	55	50	47	49	43	45				
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	18	25		21	33		23				
ELL	46	50		44	38		38				
ASN	88			81							
BLK	39			25							
HSP	51	38	30	47	42		35				
WHT	66	92		65	71		79				
FRL	51	52	40	43	40	20	45				
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	9	38	33	12	46	47					
ELL	43	59	53	53	70	63	53				
ASN	77			85							
BLK	48	57		49	62		45				
HSP	45	58	63	51	68	62	54				
WHT	67	71		63	69		63				
FRL	47	57	57	46	59	54	49				

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	54

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	49
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	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	59
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?

ELA achievement overall decreased from 54% last year to 51%. We were 1% point behind the district average of 52% for ELA achievement. Our ELA learning gains increased from 51% last year to 58% this year which was 5% points above the district's average of 53%. Our lowest 25% student learning gains were at 46%, 7% points above the district average. We grew in this area 6% points from 2021.

Our SWD subgroup in ELA increased from 18% achievement rate to 26%. .

Math achievement increased from 49% to 53% with our SWDs increasing from 21% to 39% in achievement levels. We met the district average of 53% for math achievement. Our math learning gains were at 57% this year which was 2 points below the district average. Math learning gains were up 4% points since last year. Our lowest 25% learning gains were at 44%, 6% points below the district average of 50%. This was still a rise from the 23% last year.

The trends showed growth from last year, but we are still playing catch up from our prepandemic levels of 2019.

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

In learning gains for the lowest 25%, we are still 11 points below the percentages we were in math and reading. Learning gains are definetly an area we need to improve on.

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 pandemic and the absence of regular schooling for children took a large toll on us. The ELA lowest 25% of students had dropped, from 2019-2021, in learning gains from 57% to 40%. Math learning gains of this group fell from 55% to 23% in this time frame. Even though we were able to move these students, it will take longer to get them caught up to where they were before the pandemic. This group of students entered the pandemic already behind and were the least likely group to maintain or make gains during remote learning or with frequent absences from quarantines.

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

Our bottom 25% in math showed a 21 point increase in the lowest 25% of students for learning gains. ELA bottom 25% grew 6% points.

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

Riverdale implemented a fluid and rigorous intervention and enrichment program, monitoring of data, small group instruction, after and before school tutoring, computer aided instruction, classroom walkthroughs, Saturday School and push in support through extra added personnel (volunteers and hourly employees) and leadership.

Since then, Riverdale has implemented and trained teachers on guided reading, small group math instruction and differentiated centers. We also had tier 1 teachers pushing into classrooms and remediating students.

We also added the math intervention block, and gave training in math interventions.

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

Riverdale will be using the MAO Acceleration model for tutoring, and utilizing Core Interventionalist teachers to aid in supporting students directly. Riverdale will continue before and after school tutoring, computer aided instructional support, push in support through extra added personnel (volunteers and hourly employees) and leadership, the monitoring of data, PLC's and Classroom Walkthroughs.

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.

Riverdale will be offering; training in the Acceleration model for tutoring, training to use our intervention programs (for example SIPPS, LLI), professional development on small groups and differentiation, the phonics continuum, and professional development on the new Best Standards and their accompanying curriculum supports.

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

Riverdale will continue monitoring through observations and classroom walk thrus. The school will continue to support our teachers with needed professional development in the areas that are lacking in proficiency. In addition, support will be provided to increase our teachers understanding and growth in the new standards. Tutoring will be an ongoing support offered for students.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA achievement overall decreased from 54% last year to 51%. We were 1% point behind the district average of 52% for ELA achievement. We will focus on small group and differentiated tier 1 instruction in reading. We will work on the implementation of the new BEST standards in order to improve reading achievement and learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will use our 2023 ELA FAST data to measure achievement levels .. Using our 2023 ELA FAST data, Riverdale Elementary will see an increase in Reading Proficiency from 51% to 56% for all students. Learning gains will increase from 58% to 63%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Principal and Assistant Principal along with the CRT will be monitoring the students through the examination of summative, formative and iReady data, conversations in PLCS, Data Chats and classroom walkthroughs.
Person responsible for monitoring outcome:	William Charlton (william.charlton@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Reading small group/differentiated instruction will be used to fill in gaps. 2. Phonics instruction will be utilized in all grades to help our non-readers. 3. Tier 1 teachers and IST will be meeting will small groups in classrooms to provide extra support to students. 4. PLCS will be have a focus on small group instruction to help all students. 5. MAO Acceleration strategies will be present in reading tutoring. 6. Computer aided instructional supports will be used in Literably and iReady. 7. Anchor Charts will be an expectation to support students in the classroom. 8. MTSS in place to support struggling students. 9. Word walls will be in every classroom. 10. Academic notebooks will be an expectation for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies will impove phonics and phonemic awareness, comprehension with a focus on differentiated instruction in the classroom and individual student support

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.

Leading PLCS to focus on reading standards and instruction in whole and small group

Person Responsible	Margaret Ragley (margaret.ragley@ocps.net)

Monitor MTSS instruction and support.

Person Responsible	Joanna Brown (joanna.brown@ocps.net)

Tier 1 Push in Support and training,

Person Responsible   Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

IST push in support scheduling and training.

Person Responsible   Amber Faircloth (amber.faircloth@ocps.net)

Saturday schools and after school tutoring.

Person Responsible   Margaret Ragley (margaret.ragley@ocps.net)

Monitoring of classrooms to ensure best practices in reading including word walls, phonics instruction, academic notebooks and differentiated instruction

Person Responsible   Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

Monitoring of iReady data.

Person Responsible   William Charlton (william.charlton@ocps.net)

#2. 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.	The area of focus that was chosen was the increase of math proficiency. In 2022 Riverdale's Math Achievement Scores of 53% on the FSA met the state average. Learning gains had a robust increase of 21 points but are still at 11 points below our prepandemic numbers. Focusing on math interventions and filling gaps will help increase our learning gains and proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will use our 2023 Math FAST data to measure achievement levels . Using our 2022 Math FAST data, Riverdale Elementary will see an increase in Math Proficiency from 53% to 58% in overall achievement. We will increase learning gains from 57% to 62%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Principal and Assistant Principal along with the math coach will be monitoring the students through the examination of summative, formative and iReady data, conversations in PLCS, and classroom walkthroughs.
Person responsible for monitoring outcome:	William Charlton (william.charlton@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Math small group/differentiated instruction will be used to fill in gaps. 2. Number talks will be used to develop number sense in the classroom. 3. Math fluency will allow our students to help build math skills. 4. MAO Acceleration strategies will be present in math tutoring. 5. Computer aided instructional supports will be used in Reflex Math and Symphony Math. 6. Anchor Charts will be an expectation to support students in the classroom. 7. Academic notebooks will be used. 8. Tier 1 interventionist teachers will support math instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies will help improve fluency, and understanding in mathematics in addition to filling in learning loss from the pandemic.

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.	
Students utilize Reflex Math along with math timed testing and Math recognition for mastering different levels of math fluency.	
Person Responsible	Virginia Greifenstein (virginia.greifenstein@ocps.net)
Coaching and feedback on small group differentiated math instruction.	
Person Responsible	Amber Faircloth (amber.faircloth@ocps.net)

Professional Development on the small group and differentiated math instruction

Person Responsible Amber Faircloth (amber.faircloth@ocps.net)

Implementation of math interventions, math academic notebooks and reflex and symphony math.

Person Responsible Amber Faircloth (amber.faircloth@ocps.net)

Anchor Charts created and posted in the classrooms.

Person Responsible Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

Math tutoring and Saturday school.

Person Responsible Margaret Ragley (margaret.ragley@ocps.net)

Implementation of Interventionist support.

Person Responsible Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

#3. Positive Culture and Environment specifically relating to a sense of Belonging	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing our Cognia data we noticed our area of need was "Belonging" . Our sense of belonging dropped from 70% to 62%. This is the area that our SELL team will be focusing on this year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Riverdale's students "sense of belonging" will increase from 62% to 67%, based on the 2023 Cognia Survey Data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this through the Panorama Survey Data which is given to all stakeholders by the district.
Person responsible for monitoring outcome:	Brittany Moran (brittany.moran3@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Riverdale will 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 professional learning to provide training, opportunities for safe practice, and examination of impact data. 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 implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy: Explain the rationale for	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 sense of belongingness 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

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	strategies and deliberate school supports necessary for collective organizational improvement and change with the intention of creating a welcoming and inclusive environment for all.
	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.
	Our distributive leadership model will focus on strategies for teachers to be able to make students feel that they are valued members of our school community.

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.

SELL team will instruct on the implementation of Classroom meetings. Administration will give support and guidance on classroom meetings.

Person Responsible	William Charlton (william.charlton@ocps.net)

Teachers will participate in trainings offered by the SELL team.

Person Responsible	Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

PEL and PTA will hold after several school events to help families and students feel a sense of belonging at Riverdale.

Person Responsible	Jeanie Lawrence (jeanie.lawrence@ocps.net)

Clubs and after school activities will be offered to students to build a sense of being with other students of common interests.

Person Responsible	Margaret Ragley (margaret.ragley@ocps.net)

Events will be planned throughout the year to recognize and help teachers and new staff members to feel like they are part of the Riverdale family.

Person Responsible	William Charlton (william.charlton@ocps.net)

Induction programs will be offered to new staff members and teachers new to the profession..

Person Responsible	Margaret Ragley (margaret.ragley@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

n/a

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

Grade 3 was the only grade level where less that 50% of our students received a level 3 achievement score on the FSA. In 3rd grade 47% of our third graders received a level three.

Third grade will be receiving additional support through a tier 1 interventionalist. The area of focus we will improve upon is fluency and vocabulary. If we can take the struggle out of the actually reading task, students will be able to focus on improving comprehension.

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)

n/a

Grades 3-5: Measureable Outcome(s)

The Grade 3 measurable outcome will be based upon a the results of the FAST test that will be implemented this school year.

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.

Monitoring will be done in these areas through the use of monthly Literably data and weekly iReady data. We will also monitor SIPPS data and LLI data in intervention in the parameters required by the program.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Brown, Joanna, joanna.brown@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?

SIPPs is an evidence based practice program that is approved and bought by the district and help students develop phonics and basic reading skills. This is not BEST aligned.

LLI is an evidence based practice program that is approved and bought by the district and help students develop basic reading and comprehension skills. This is not BEST aligned.

Literably is an evidence based practice program that is approved and bought by the district and help teachers measure fluency and comprehension skills.

iReady is an evidence based practice program that is approved and bought by the district and help students develop all areas of reading. This program is BEST aligned.

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?

Literably addresses the fluency development and measures comprehension. iReady and LLI will help to develop vocabulary and comprehension. LLI addresses fluency development and comprehension. SIPPS gives students the phonics instruction that will help them to develop their decoding abilities and will lead to increased fluency.

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
Literacy Leadership will take place in PLCS and through Professional Development in the BEST standards and for grade three. Teachers will focus on learning the new standards and seeing how they are assessed on the new testing platform. Teachers will practice constructing and evaluating tasks to see if they meet the rigor of the standards.	Miller Bechor, Sheryl, sheryl.millerbechor@ocps.net
Coaching needs will be identified through walkthroughs from the leadership team. Coaching will be done to help teachers use programs and present reading instruction.Professional learning will be supplied based on literacy needs that are seen in multiple classrooms.	Ragley, Margaret, margaret.ragley@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, all schools 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 cognitive 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.

School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps.

Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused 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 for authentic family engagement in school staff.

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

The SELL Team will be training classroom teachers to implement SEL strategies with students and parents. Office staff will be responsible for promoting a positive culture as they interact with parents, students and the public. Our PEL will be working on programming to spread our SEL message to parents and families. The administrators and leadership team will focus on building a positive school culture through events designed to build community among the stakeholders of Riverdale.