Broward County Public Schools

Riverland Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Riverland Elementary School

2600 SW 11TH CT, Fort Lauderdale, FL 33312

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gil, Oslay	Principal	The duties and responsibilities of the principal include supervising the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, Mr. Gil implements instructional curricular programs to meet the individual needs of students at Riverland Elementary. Moreover, he is charged with recruiting, hiring and retaining highly qualified teachers and providing the appropriate professional development to further develop the staff.
Gentile, Luciana	Assistant Principal	As assistant principal, Mrs. Gentile's duties and responsibilities include supporting Mr. Gil in the daily operations of the school ensuring compliance with all local, state and federal guidelines. Additionally, she will support the implementation of instructional curricular programs to met the individual needs of students at Riverland Elementary. Moreover, she is charged with supporting Mr. Gil's efforts in the recruitment, hiring and retention of highly qualified teachers and providing the appropriate professional development to further develop staff.
Ahkin Chin Tai, Leonora	Reading Coach	As the literacy coach, Mrs. Ahkin Chin Tai is responsible for working collaboratively with both the leadership team and teachers. Her responsibilities include classroom-based modeling, one-on-one support, observing instructional delivery and providing feedback to enhance instruction, facilitating teachers' requests for professional development as well as monitoring students' progress.
Smith, Quana	Curriculum Resource Teacher	As the curriculum facilitator, Mrs. Smith collaborates with the leadership team as well as team leaders to provide a comprehensive approach to implementing curriculum and instruction.
Montiel, Peggy	Other	The role of the ESE Specialist is to provide information and support to students, families, and professionals about local resources and support groups. The ESE Specialist works with general education teachers regarding their role and responsibility to students with disabilities (SWD) and the gifted. The ESE Specialist maintains all records, test data, Educational Plans (EP), for gifted students, and Individual Educational Plans (IEP) for the students with disabilities at Riverland Elementary.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council meetings are conducted monthly to include committee members and all community stakeholders to assist in the development of the school improvement plan. Input and suggestions are needed and encouraged from all members and community stakeholders.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The leadership team will create checkpoints to ensure the fidelity of the implementation of the school improvement plan. We will create new tasks and adjust goals based on current data as needed. The leadership team will meet to discuss any necessary adjustments to the school improvement plan identifying specific areas to be addressed to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	41	29	29	41	33	35	0	0	0	208
One or more suspensions	1	0	0	9	0	10	0	0	0	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	24	29	36	51	21	25	0	0	0	186
Level 1 on statewide Math assessment	0	17	36	44	17	24	0	0	0	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	14	18	36	5	11	0	0	0	96

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	24	37	56	21	28	0	0	0	184

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	0	11	1	1	0	0	0	17
Students retained two or more times	1	1	0	1	0	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	22	43	25	39	37	0	0	0	195
One or more suspensions	0	0	2	0	10	7	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	18	33	31	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	29	37	31	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	4	7	9	1	0	0	0	24

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	22	43	25	39	37	0	0	0	195
One or more suspensions	0	0	2	0	10	7	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	18	33	31	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	29	37	31	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	4	7	9	1	0	0	0	24

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	56	53	37	58	56	30		
ELA Learning Gains				64			37		
ELA Lowest 25th Percentile				59			35		
Math Achievement*	49	62	59	37	54	50	28		
Math Learning Gains				72			36		
Math Lowest 25th Percentile				67			33		
Science Achievement*	13	48	54	18	59	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	51	59	59	56			46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	2
ELL	30	Yes	1	1
AMI				
ASN				
BLK	36	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT				
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	51			
AMI				
ASN				
BLK	48			
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			49			13					51
SWD	32			32			16				5	39
ELL	29			39			4				5	51
AMI												
ASN												
BLK	41			45			11				5	45
HSP	47			53			14				5	51
MUL												
PAC												
WHT												
FRL	41			46			13				5	49

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	64	59	37	72	67	18					56
SWD	19	43	38	21	50	54	0					23
ELL	27	63	60	29	76	75	19					56
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	30	63	61	35	69	55	11					56
HSP	42	66	56	38	78	86	21					55
MUL												
PAC												
WHT												
FRL	36	66	68	38	72	63	18					54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	37	35	28	36	33	24					46
SWD	19	27		19	21		8					30
ELL	24	37		31	26	36	17					46
AMI												
ASN												
BLK	26	25		24	41	20	16					18
HSP	37	50	45	35	34		31					55
MUL												
PAC												
WHT												
FRL	28	34	36	26	37	38	26					49

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	56%	-11%	54%	-9%
04	2023 - Spring	54%	61%	-7%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	53%	-21%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	62%	-22%	59%	-19%
04	2023 - Spring	65%	65%	0%	61%	4%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	13%	46%	-33%	51%	-38%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on PM3 F.A.S.T. results, our greatest need for improvement is on ELA which reflects 46% of our students having met proficiency. The contributing factor to last year's low performance is a gap in foundational skills, in particular the development of the students' phonics and phonological awareness.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

13% of our 5th grade students were deemed proficient in Science demonstrating a 5% decrease in proficiency from the 2022 Science Assessment. The factor that contributed to this decline is a lack of implementing the 5E Model during science instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that demonstrated the greatest gap when compared to the state average is math. The state average being 59% and Riverland's average being 52% showing a 7% difference.

Which data component showed the most improvement? What new actions did your school take in this area?

The most significant improvement was noted in a 15% increase in the FSA Mathematics achievement when compared to 2022-2023. 52% of students in grades 3-5 demonstrated proficiency as evidenced by the PM3 F.A.S.T. Mathematics Assessment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data our area of concern is students who are identified as chronic absentees.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Science of Reading
3. Structured ELA/Math Instruction

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Chronic absenteeism prevents students from receiving the full benefits of our instructional program. For the 2022-2023 school year, 42% of our students were chronically absent.

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

By June 2024, Riverland Elementary overall chronically absent percentage will decrease from 42% to 35%.

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

Student attendance will be monitored daily by teachers and the Leadership Team and the Collaborative Problem Solving Team through Pinnacle as well as BASIS. An attendance report will be printed daily by the office staff to be reviewed and discussed in our weekly Leadership Team Meetings. Should concerns arise, interventions will be provided as needed.

Person responsible for monitoring outcome:

Quana Smith (quana.smith@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

For the 2022-2023 school year, 42% of our students were chronically absent. Chronic absenteeism is defined as students who have missed ten or more days of school. Through the Response to Intervention we will identify
students who are at risk based on the factors identified through this process. This strategy allows for effective problem solving.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

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

By When: June 2024

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

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

By When: June 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to PM1 of the Florida Assessment of Student Thinking (FAST), 16% of students are proficient in English Language Arts showing a significant academic gap in reading proficiency for 84% of our students.

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

By May 2024, 40% of our students will demonstrate reading proficiency as measured by the final administration of the Florida Assessment of Student Thinking (FAST).

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

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

Person responsible for monitoring outcome:

Luciana Gentile (luciana.gentile@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

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

By When: June 2024

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

By June 2024 Riverland Elementary will increase the overall math proficiency from 4% to 10%.

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

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

Person responsible for monitoring outcome:

Oslay Gil (oslay.gil@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

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

By When: June 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 our Students with Disabilities were rated at 55% FPPI. Furthermore, 40% of our Students with Disabilities were inadequate,15% below satisfactory, and 46% on grade-level. This data supports the critical need for continuous improvement in the instruction of our Students with Disabilities

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

By June of 2024, our Students with Disabilities will be rated at or above 60% FPPI.

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

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

Person responsible for monitoring outcome:

Peggy Montiel (tonya.montiel@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The following steps are being taken to address the Area of Focus:
Professional Development provided by the District at the school level, follow-up planning sessions with teachers, implementation of the planned lessons and feedback to teachers based on lesson

implementation. Students progress will be monitored and adjustments made to lessons to address individual student's needs.

Person Responsible: Luciana Gentile (luciana.gentile@browardschools.com)

By When: June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The current balance of the School Accountability funds are always noted on the School Advisory Council Agenda for all stakeholders and committee members knowledge. A written request for funds usage shall be submitted to SAC and voted on for approval by SAC committee. All motions for the request and approval is recorded on the SAC agenda as well as in the SAC minutes.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 PM3 STAR Early Literacy/Reading Assessment 40% of our kindergarten students, 38% of our first grade students, and 34% of our second grade students were proficient in ELA. The data indicated a need for developing and implementing lessons that will target the students' individual needs through small group instruction. Our area of focus is using small group instruction to close the achievement gap in foundational skills with a focus on phonics through the implementation of the Science of Reading and the SIPPS program. Teachers will use the SIPPS program, i-Ready, and informal assessments to track student progress.

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

According to the 2023 PM3 F.A.S.T. ELA Assessment 35% of our third grade students, 60% of our fourth grade students, and 46% of our fifth grade students were deemed proficient in ELA. The data indicated a need for developing and implementing lessons that will target the students' individual needs through

small group instruction. Our area of focus is using small group instruction to close the achievement gap in foundational skills with a focus on phonics through the implementation of the Science of Reading and the SIPPS program. Teachers will use unit assessments, i-Ready, and informal assessments to track student progress.

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 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 Measurable Outcomes

By June 2024, Riverland Elementary will increase the overall reading proficiency in grades K-2 from 40% to 45% as evidenced by the PM3 STAR Early Literacy/Reading Assessment.

Grades 3-5 Measurable Outcomes

By June 2024, Riverland Elementary will increase the overall reading proficiency in grades 3-5 from 46% to 50% as evidenced by the PM3 F.A.S.T. ELA Assessment.

Monitoring

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 impact student achievement outcomes.

The area of focus will be monitored through progress monitoring assessments using the Benchmark Unit Assessments, i-Ready, STAR Early Literacy/Reading Assessments, and the F.A.S.T. ELA Assessments. Riverland Elementary will participate in six week instructional cycles followed by grade level PLC's. Ongoing progress monitoring will allow teachers to adjust lessons as needed to target students' individual needs thereby increasing student achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gil, Oslay, oslay.gil@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

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

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement
List the action steps that will be taken 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 development training on the Science of Reading and the implementation of SIPPS will be provided to ensure all faculty are properly trained to provide effective instruction and interventions as needed.	Gil, Oslay, oslay.gil@browardschools.com
Professional development training on small group instruction will be provided by the Literacy coach and additional instructional facilitators to support teacher professional growth.	Ahkin Chin Tai, Leonora, leonora.ahkin-chin-tai@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

A hardcopy of the SIP is developed, discussed, and distributed at all School Advisory Council meetings with input from the SAC committee and community stakeholders. The SIP may be accessed via the school website, www.riverland.browardschools.com, hard copies of the SIP in multiple languages are also available in the school's front office to be distributed upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Riverland Elementary will continue to build positive relationships with parents, families, and other community stakeholders via the Parent and Family Engagement Plan. We will continue to host parent trainings to inform and train parents on the curriculum and instruction to better assist their children at home. Teachers will conduct Teacher/Parent conferences to update parents on student progress. The School Advisory Council will conduct monthly meetings to involve parents and community stakeholders in the development of the school improvement plan so that we may continue to carry out the vision and mission of our school. The Parent and Family Engagement plan may be accessed via the school's website www.riverland.browardschools.com in multiple languages.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We will implement our PLCs, collaborative data conversations, professional learning, District support from the Elementary Learning and Math Department. Riverland Elementary School will continue to support the development and growth of teachers' instructional practice with the provision of professional development as it relates to the differentiation of instruction, the provision of strategic small group instruction and the implementation of appropriate interventions. Teachers will participate in lesson studies, professional learning communities, and continued professional development opportunities. Students will be provided with additional support via extended learning opportunities. Students will continue to receive the opportunity to participate in extended learning opportunities after school.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students will receive support through small group sessions with the school counselor to include strategies and skills needed to assist students with navigating through stressful or difficult situations.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Riverland Elementary provides students with the opportunity to explore various career options through our Career Day extravaganza as well as making life to text real world connections and integration throughout our daily curriculum.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The MTSS/CPST team conducts weekly Rti meetings to discuss academic and behavioral concerns, create goals for students, and implement a plan for student achievement and success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will implement our PLCs, collaborative data conversations, professional learning, District support from the Elementary Learning and Math Department. Teachers will participate in lesson studies, professional learning communities, and continued professional development opportunities. Riverland Elementary School will continue to support the development and growth of teachers' instructional practice with the provision of professional development as it relates to the differentiation of instruction, the provision of strategic small group instruction and the implementation of appropriate interventions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Riverland Elementary assist preschool children in the transition from early childhood education to local elementary school programs through parent trainings, end of year celebrations, and parent orientation to include grade-level expectations and tips and resources to assist with preparing students for kindergarten.