Riverside Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Riverside Elementary School

1190 SW 2ND ST, Miami, FL 33130

http://riversideelementary.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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 dedicated educators and staff of Riverside Elementary Community School work cooperatively with our parents and our community to develop independent student leaders through a variety of academic strategies and social activities that empower our students to be owners of their future.

Provide the school's vision statement.

The vision of the Riverside Elementary Community School family is to help children succeed academically and socially, guiding them to become respectful, responsible and educated members of society.

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
Paramore Respress, Erica	Principal	The principal is the instructional leader who provides a clear vision for learning for all students; ensure a safe, secure and orderly learning environment; and cultivate strong relationships with and acts in service to diverse stakeholders, including families and communities.
Sanchez, Jannet	Assistant Principal	Oversee and coordinate (Pre-K - 2nd Grade): - Discipline - Attendance - Student Services - ESE - ELA
Rodriquez, Arianna	School Counselor	Oversee and Coordinate: Student Services Dept (Counseling) MTSS/SST Process Attendance Plan and Incentives School Wide Behavioral Plan
Morales-Rojas, Mayelin	Instructional Coach	Oversee and coordinate for grades 3rd-5th - ELA curriculum - ELA collaborative planning - Professional development - Reading intervention
Pryor, Shawn	Math Coach	Oversee and coordinate for grades 3rd-5th - Math curriculum - Math collaborative planning - STEM activities - EESAC chair
Machado, Andy	Assistant Principal	Oversee and coordinate (3rd - 5th Grade): - Discipline - Attendance - Testing - Math - Science -Extended Learning Opportunities
Flores, Vanessa	Reading Coach	Oversee and coordinate for grades Kinder-2nd - ELA curriculum - ELA collaborative planning - Professional development - Reading intervention

Name	Position Title	Job Duties and Responsibilities
Brown, Shamara	Math Coach	Oversee and coordinate for grades Kinder-2nd - Math curriculum - Math collaborative planning - STEM activities - EESAC chair

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.

The Stakeholders will be invited to collaborate via Faculty & EESAC meetings. Moreover, end of year Climate Survey data was utilized to develop this year's SIP.

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))

Through school site Leadership Team meetings, SIP progress will be monitored. Data correlated to targeted areas will be reviewed and shifts will be implemented as needed. The following data points will be closely monitored: Attendance, Topic Assessments, I ready, Progress Monitoring and Intervention.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	85%
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: I
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	0	31	37	48	41	35	0	0	0	192
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	8	44	40	8	0	0	0	100
Course failure in Math	0	0	17	44	43	18	0	0	0	122
Level 1 on statewide ELA assessment	0	0	0	48	89	83	0	0	0	220
Level 1 on statewide Math assessment	0	0	0	30	63	52	0	0	0	145
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	68	70	167	105	87	0	0	0	497

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	0	0	9	64	83	60	0	0	0	216

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	0	0	2	49	0	0	0	0	0	51
Students retained two or more times	0	0	0	8	0	1	0	0	0	9

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	0	39	44	49	31	41	0	0	0	204
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	26	75	20	79	0	0	0	201
Course failure in Math	0	2	30	39	8	65	0	0	0	144
Level 1 on statewide ELA assessment	0	0	0	69	51	111	0	0	0	231
Level 1 on statewide Math assessment	0	0	0	48	45	90	0	0	0	183
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	67	145	60	128	0	0	0	400
	0	0	0	0	0	0	0	0	0	

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	2	34	81	45	108	0	0	0	270

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	31	69	1	0	0	0	0	104
Students retained two or more times	0	0	0	7	0	0	0	0	0	7

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	0	39	44	49	31	41	0	0	0	204
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in ELA	0	7	14	74	9	38	0	0	0	142
Course failure in Math	0	16	21	70	20	56	0	0	0	183
Level 1 on statewide ELA assessment	0	0	0	143	88	127	0	0	0	358
Level 1 on statewide Math assessment	0	0	0	98	55	116	0	0	0	269
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	71	78	132	164	99	152	0	0	0	696
	0	0	0	0	0	0	0	0	0	

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	8	17	135	62	116	0	0	0	338

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	1	47	0	0	0	0	0	48
Students retained two or more times	0	0	0	9	0	0	0	0	0	9

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*	25	60	53	29	62	56	26		
ELA Learning Gains				54			41		
ELA Lowest 25th Percentile				51			48		
Math Achievement*	39	66	59	36	58	50	25		
Math Learning Gains				58			18		
Math Lowest 25th Percentile				51			33		
Science Achievement*	35	58	54	17	64	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	62	63	59	45			38		

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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	8
Percent Tested	99
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	19	Yes	4	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	28	Yes	2	1
HSP	37	Yes	1	
MUL				
PAC				

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%**
WHT				
FRL	38	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	33	Yes	3	
ELL	42			
AMI				
ASN				
BLK	32	Yes	1	
HSP	43			
MUL				
PAC				
WHT				
FRL	43			

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	25			39			35					62
SWD	8			13			12				5	64
ELL	21			37			29				5	62
AMI												
ASN												
BLK	22			33							2	
HSP	26			39			35				5	62

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
MUL												
PAC												
WHT												
FRL	27			40			33				5	62

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	29	54	51	36	58	51	17					45
SWD	23	62	57	25	39	22	9					24
ELL	24	52	50	34	58	56	14					45
AMI												
ASN												
BLK	32			32								
HSP	29	54	49	36	59	53	17					45
MUL												
PAC												
WHT												
FRL	30	54	51	36	58	51	17					45

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	26	41	48	25	18	33	24					38
SWD	8	25	38	16	7	0	0					28
ELL	19	42	46	23	19	34	20					38
AMI												
ASN												
BLK	31			13								
HSP	26	42	49	26	19	34	24					38
MUL												
PAC												
WHT												

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
FRL	26	42	48	25	18	33	24					38

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	24%	56%	-32%	54%	-30%
04	2023 - Spring	23%	58%	-35%	58%	-35%
03	2023 - Spring	16%	52%	-36%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	63%	-30%	59%	-26%
04	2023 - Spring	44%	64%	-20%	61%	-17%
05	2023 - Spring	29%	58%	-29%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	50%	-23%	51%	-24%

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.

After reviewing all available End-of Year (EOY) data, English Language Arts (ELA) showed the lowest performance across all grade levels. For example, The STAR Early literacy PM3 demonstrated that only 13% of the students in grades kindergarten and 1st are at or above the 50-percentile rank. The STAR Reading revealed that only 11% of the 2nd graders are at or above the 50 -percentile rank. The F.A.S.T. PM3 ELA assessment demonstrated that 30% of the 3rd through 5th grade students are reading at or above grade level. Historically Riverside Elementary has demonstrated the need to consistently achieve higher ELA proficiency due to their large population of students who speak English as a second language. These low Kinder through 2nd grade reading achievement score trends have resulted in our 3rd grade students performing significantly lower on EOY ELA assessments when compared to their 4th and 5th grade counterparts. Additionally, Riverside Elementary Community School began the school year with 17 open teaching positions. This caused all support personnel to take on classroom responsibilities and many of them teaching out of field areas. Support for these teachers was also hindered in that all instructional coaches were also filling homeroom classrooms.

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

When comparing last year's data to the recently released EOY results, there was no decline evident. However, 3rd through 5th grade ELA proficiency only increased by 1-percentage point. This was below our predicted proficiency growth at the beginning of the school year. As previously mentioned, this was in large part due to our teaching vacancies in combination with our large population of students who speak English as a second language.

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.

When compared to the state, the data component that demonstrated the largest gap was ELA. Fifty percent of 3rd through 5th grade students achieved either on-grade or above grade level status. This is 20-percentage points lower than the 30% proficiency Riverside Elementary Community School achieved this past academic school year. One factor that led to this data finding was the inconsistent implementation of Tier 2 Intervention throughout the school year. This is especially crucial when considering that approximately 80% of the rising 2nd grade students are coming into 3rd grade reading below grade level as evident by STAR reading data.

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

The data component which achieved the greatest improvement was science. Riverside Elementary Community school achieved a 19-percentage point increase in proficiency, from 16% to 35%. During the 2022 – 2023 school year, the SLT implemented several components such as, biweekly product reviews, targeted Saturday academy sessions, regular data chats, and targeted pull-out interventions. These factors along with support from the Education Transformation Office (ETO) led to our increase in science proficiency.

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

When reflecting on the EWS data for Riverside Elementary community School the two main areas of concern are retained students (46) and students with 31 or more absences (75). These two subgroups of students will need both ongoing academic and emotional support through the upcoming school year.

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

1.Teacher Development & Retention
2. Reading Intervention

3. Instructional Delivery
4. Attendance
5. Extended Learning Opportunities

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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 the 2022-2023 F.A.S.T. PM3 ELA assessment demonstrated that 30% of 3rd-5th grade students are reading at or above grade-level. Based on the data and the identifying contributing factors of: high number of Level 1 and 2 ESOL students and of transient students throughout the school year. Student readiness levels limit their ability to master grade-level benchmarks in Reading/ Language Arts, we will implement the Targeted Element of Instructional Delivery with a focus on the gradual release of instruction.

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

If teachers implement the evidence-based intervention of Instructional Delivery within ELA, then 3rd-5th grade proficiency will increase from 30% to 33% by June 2024.

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

The leadership team will conduct instructional support/coaching by working collaboratively with teachers to set goals. Instructional coaches will conduct coaching cycles to support teachers in need of assistance. In addition, all ESOL support personnel along with instructional coaches will model ESOL strategies and methods for strengthening instructional delivery.

Person responsible for monitoring outcome:
Mayelin Morales-Rojas (mrojas@dadeschools.net)

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.)

Within the targeted area of Instructional Practice, our school will focus on the evidence-based intervention of Instructional Delivery. Teachers will execute lessons based on standards/ learning targets and ensure that teaching techniques are aligned to state benchmarks. Students will show evidence of mastering the lesson objectives through their work products/ assessments. In addition, push in ESOL support will be provided to all ESOL Level 1-4 students.

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

The implementation of the evidence-based strategy of Instructional Delivery will provide lessons based on the standards/ learning targets. Teachers will explicitly deliver planned lessons to guide students through the requirement of the standards/ learning targets. Students will show evidence of mastering the lesson objectives through their work products/ assessments, which will assist in accelerating all students to their full academic potential.

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 2 - Moderate 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.

Classes will be homogenously grouped based on prior achievement and ESOL levels.

Person Responsible: Andy Machado (a_machado@dadeschools.net)

By When: 09/29

Provide PDs for teachers on effective implementation of the gradual release of instruction, proper alignment of standards, and ESOL strategies. As a result, teachers will be able to utilize resources appropriately.

Person Responsible: Mayelin Morales-Rojas (mrojas@dadeschools.net)

By When: 09/29

Teachers will plan collaboratively with the instructional coaches and share best practices. As a result, teachers will demonstrate utilization of yellow data folders and reading anchor charts.

Person Responsible: Mayelin Morales-Rojas (mrojas@dadeschools.net)

By When: 09/29

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

The 2022-2023 school year began with 17 teacher openings, which significantly impacted daily instruction. This equated to 24% of all instructional positions at Riverside Elementary. Based on the data and the identifying contributing factors of: travel hardship and out of field certification teachers. We will implement the Targeted Element of Empowering Teachers and Staff.

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

If we successfully implement the Target Element of Empowering Teachers and Staff, the school's teacher retention will increase to 80% and fill all instructional positions by October 2023.

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

Committee rosters will be tracked to ensure participation among staff members. During faculty meetings all grade levels will be celebrated with a "Turn Over Chain" incentive. A book study will be conducted on the "5 Languages of Appreciation in the Workplace".

Person responsible for monitoring outcome:

Andy Machado (a_machado@dadeschools.net)

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.)

Within the Targeted Element of Teacher Retention and Recruitment, we will focus on the evidence- based strategy of: Empowering Teachers and Staff. Staff will be recognized during monthly faculty meetings with the "Turn Over Chain" incentive. Staff members will be actively involved in the decision making and providing teachers with several opportunities to assume leadership roles.

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

The focus will be on teacher and staff empowerment to address the needs of new personnel, building relationships and retention of new hires.

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.

Monitor PowerSchools for candidate availability on a daily basis.

Person Responsible: Jannet Sanchez (jmzayas@dadeschools.net)

By When: 09/29/2023

Actively participate in hiring fairs when offered by the district.

Person Responsible: Andy Machado (a_machado@dadeschools.net)

By When: 09/29/2023

Continue partnership with foreign exchange teacher program to recruit teaching candidates.

Person Responsible: Jannet Sanchez (jmzayas@dadeschools.net)

By When: 09/29/2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Based on the data review the school will implement the Targeted Element of outcomes for multiple subgroups. We selected the targeted element of outcomes for multiple subgroups based on our findings that demonstrate a need to increase proficiency across all grade level specifically with our Students with Disabilities (SWD) and Black/African American student subgroups. 2022-2023 FAST Data demonstrates that our SWD subgroup achieved 9% proficiency in ELA while our Black/ African American students achieved 15% proficiency in ELA. Through the implementation of intervention teachers can adjust instruction and remediate instruction based on the specific needs of their students.

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

If we successfully implement the Instructional Practice of intervention, then our proficiency will increase by a minimum of 5% across the previously identified subgroups. From 9% to 14% for our SWD and from 15% to 20% for our Black/ African American students by June 2023.

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

The Leadership Team will conduct data chats, monitor intervention instruction to ensure fidelity, adjust groups based on current data in real time, and reward the academic success of students showing significant progress. In addition, lesson plans will be aligned to student's IEP's. Product reviews will occur during collaborative planning, and high yield strategies will be implemented during classroom instruction. Furthermore, Intervention data will be monitored weekly by the literacy coaches. Product reviews will also be conducted weekly by the SLT to ensure students are making adequate progress and systems are maintained.

Person responsible for monitoring outcome:

Mayelin Morales-Rojas (mrojas@dadeschools.net)

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.)

Within the Targeted Element of outcomes for multiple subgroups, we will focus on the evidence-based strategy of Intervention. Teachers will utilize Reading Horizon's intervention program to deliver instruction to students based on their identified tier. Students will show ongoing progress through intervention skill checks and chapter assessments.

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

ELA Intervention will meet the academic needs of students, which will bridge achievement gaps leading to proficiency. OPMs are needed to track student response to intervention.

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 2 - Moderate 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.

Ensure correct placement of students in Reading Horizon's Intervention Program.

Person Responsible: Andy Machado (a_machado@dadeschools.net)

By When: 09/29

Professional Development on the effective implementation of the Reading Horizon's Intervention Program.

Person Responsible: Mayelin Morales-Rojas (mrojas@dadeschools.net)

By When: 09/29

The continual monitoring of the implementation of intervention with fidelity across Tiers 2 and 3 provided by Interventionist and Teachers.

Person Responsible: Mayelin Morales-Rojas (mrojas@dadeschools.net)

By When: 09/29

#4. 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.

According to the 2022 - 2023 F.A.S.T. PM3 data, 43% of 3rd-5th grade students are performing at or above grade level in mathematics. Based on the data and the identifying contributing factors of: high teacher turnover and vacancies. Student readiness levels limit their ability to master grade-level benchmarks in mathematics, we will implement the Targeted Element of Coaching.

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

With the implementation of evidence-based intervention of Coaching within Math, then 3rd-5th grade proficiency will increase from 43% to 50% by June 2024.

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

The leadership team will provide instructional support by working collaboratively with teachers to model the math instructional framework with a focus on the Dig In portion of the Math lesson. Instructional coaches will conduct coaching cycles to support teachers in need of assistance. In addition, instructional coaches will model methods for strengthening the use of manipulatives.

Person responsible for monitoring outcome:

Shawn Pryor (spryor@dadeschools.net)

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.)

Within the targeted area of Instructional Practice, our school will focus on the evidence-based intervention of Coaching. Teachers will deliver lessons utilizing the gradual release of instruction outlined through the math framework. Based on learning targets, Coaches will model strategic techniques to ensure students gain a conceptual introduction of the skills or concepts for the lesson. Students will show evidence of mastering the lesson objectives through their work products and assessments.

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

The implementation of the evidence-based strategy of Coaching will assist teachers in providing lessons that align with learning targets. Teachers will strategically deliver lessons to guide students through the requirement of the benchmarks. Students will show evidence of mastering the lesson objectives through their work products and assessments, which will assist in all students working towards being on-grade level.

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 3 - Promising 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.

Teachers will plan collaboratively with the instructional coaches and share best practices. As a result, teachers will demonstrate effective utilization use of manipulatives through the Dig In portion of the lessons.

Person Responsible: Shawn Pryor (spryor@dadeschools.net)

By When: 09/29/2023

Instructional coaches will open Coaching cycles to model effective use of instructional framework for teachers that would benefit from additional support.

Person Responsible: Shawn Pryor (spryor@dadeschools.net)

By When: 09/29/23

Coaches will conduct weekly walkthroughs and provide timely feedback during conferences/de-briefs. The specific feedback will be based on teacher observations, strategies shared during collaborative planning, and instructional planning based on the indicator of the impact cycle.

Person Responsible: Shawn Pryor (spryor@dadeschools.net)

By When: 9/29/2023

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)).

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

In kindergarten, 81% of students scored below proficiency on the STAR- Early Literacy Assessment. In first grade, 75% of students scored below proficiency. In second grade, 70% of students scored below proficiency. Due to this lack of proficiency, our school will implement standards-based collaborative planning instructional strategy.

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

In third grade, 73% of students scored below grade level. In fourth grade, 78% of students scored below a level three. Due to this lack of proficiency our school will implement intervention.

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

If we successfully implement the standard-based collaborative planning instructional strategy, then our proficiency in kinder through second grade will increase by 5%.

Grades 3-5 Measurable Outcomes

If we successfully implement intervention across all tiers, then our proficiency in third through fifth grade will increase by 5%.

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.

(K-2) Administration will attend weekly collaborative planning session and monitor students weekly/ biweekly assessments on Performance Matters.

(3-5) The leadership team will conduct biweekly walkthroughs and product reviews of intervention journals. In additionally, weekly student assessment results will be monitored on Performance Matters.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Paramore Respress, Erica, pr4681@dadeschools.net

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?

In order to achieve the desired measurable outcome our school will utilize the evidence-based strategy of before, during, and after (BDA) reading strategy. Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. This will be monitored during collaborative planning and through student product reviews.

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?

Teaching BDA Reading Strategies allows teachers to monitor the implementation of the curriculum. This addresses the identified need to increase the school's reading proficiency by providing students with strategies that will assist students in becoming independent learners.

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
8/14-9/29/23 Instructional coaches and/ or curriculum support specialist will lead professional development on Reading Horizon's Intervention program.	Morales-Rojas, Mayelin, mrojas@dadeschools.net
8/14-9/29/23 During collaborative planning the ELA transformational coach will lead teachers in intervention planning and grouping for tier 2 and tier 3 students. Additionally, student product reviews will be conducted on a weekly basis to identify possible instructional shifts.	Morales-Rojas, Mayelin, mrojas@dadeschools.net
8/14-9/28/23 The Leadership Team will conduct walkthroughs to collect products of the intervention program for the purpose of monitoring the implementation of the program with fidelity.	Machado, Andy, a_machado@dadeschools.net

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.

The methods of dissemination for Riverside Elementary's SIP is via EESAC Parent Meetings, 2nd Cup of Coffee Parent Meetings and school's website. During the month, once these different events take place, there will be a designated time on the agenda for SIP review as evidenced by sign in sheet.

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))

The school will continue to foster and build parent relationships by making parents part of the schools' ongoing events. Events such as monthly 2nd Cup of Coffee Parent meetings, Reading Chain Events, Literacy Parade, Literacy Week and Read Across America are some examples of events of opportunities for the school and parents to build positive relationships.

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))

Additional Extended Learning Opportunities for this school year will include Saturday Academy, Before and After school Tutoring, TALENTS Program, Miami Heat Program, Winter Break Academy, Spring

Break Academy and Science Bootcamp. In addition, during testing crunch time, Instructional Coaches will be disseminated to work with small groups to further increase the students' academic deficiencies.

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))

This plan is integrated under ESSA since the targeted subgroup are all included in the Extended Learning opportunities provided. The students are chosen by disseminating the current data and placing them in the correct Extended Learning Opportunity.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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))

The Student Services Department works collaboratively with the District's Mental Health Coordinator and other outside agencies to sustain the Mental well-being of all the students. In additional, programs such as Do The Right Thing, Values Matter and Student of the Month ensure that students feel supported and assist in improving students outside the academic subject areas.

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))

Events such as the annual Mini Magnet Fair and Career Day will give students the opportunities to explore future Career Development as well as, awareness of the workforce in our community. Additional opportunities such as the SECME Competitions will provide students to engage in real-life problem-solving scenarios.

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).

A School Wide Behavioral Plan has been established to prevent disciplinary referrals. The Students Services Department along with the teachers are actively implementing strategies and coordinating activities that will aid students in improving their behavior. In Tier 1- Classroom teachers have a Behavioral Plan in place that includes rules, consequences and also incentives. In Tier 2- The school Counselors provides Individual Counseling to students along with establishing individualized intervention in the classrooms. A Functional Assessment of Behavior (FAB) is initiated as needed. In Tier -3 - The Student Services Team collaborate and refer out to agencies that will offer a more comprehensive, targeted interventions and services. In addition, Social-Emotional Behavior Intervention (S-BIP) is initiated for students as needed,

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))

Ongoing Professional Development Opportunities are provided for all teachers wether in-house or those available through the PDMS system. In addition, extra opportunities are being provided to all new teachers through the district's NEST and MINT Programs as well as after hours at the school location.

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))

The students in the VPK Program participate in a yearly Transition to Kindergarten event. Students participate in a Kindergarten Take Over Day in which they visit their future Kinder classroom. Families are also invited to join selected school staff to meet the Kindergarten teachers and participate in a workshop to learn about the transition process.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No