

Hillsborough County Public Schools

Riverview Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Riverview Elementary School

10809 HANNAWAY RD, Riverview, FL 33578

[no web address on file]

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.

In a safe, nurturing and inclusive school community ALL students will be empowered to become life-long learners and productive citizens.

Provide the school's vision statement.

Riverview Elementary promotes a high achieving environment for ALL learners.

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
Madill, Teri	Principal	The Principal will monitor all systems, support all personnel with professional development and foster a community of positive culture and student academic excellence.
Groves, Kelsy	Assistant Principal	The Assistant Principal will monitor all systems, support all personnel with professional development, lead the School Coach Academic Leadership Team, and foster a community of positive cultured and student academic excellence.
	Reading Coach	The Reading coach will facilitate planning and internalization sessions, using data collected and reviewed on a monthly basis. Report data to Principal, Assistant Principal, and stakeholders in regard to student achievement. Provide coaching support to all teachers.
Subianto, Sandra	Math Coach	The Math coach will facilitate planning and internalization sessions, using data collected and reviewed on a monthly basis. Report data to Principal, Assistant Principal, and stakeholders in regard to student achievement. Provide coaching support to all teachers.
Barker, Repersha	School Counselor	
Diaz, Judith	SAC Member	
Ayala Maldonado, Nicole	Teacher, K-12	To work with, monitor, and assess the learning progress of our ELL population
Tibbetts, Linda	Teacher, K-12	Works with, monitors, and assesses our students with varying exceptionalities
Fedele, Laci	Teacher, K-12	Works with our gifted population of students to enrich their learning experience
Hough, Shelby	Science Coach	Facilitate planning and internalization sessions using data collected and reviewed on a monthly basis. Report data to Principal, Assistant Principal, and Stakeholders in regard to student achievement. Provide coaching support to all teachers.

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.

Schoolwide data and trends are reviewed with the School Leadership Team, SAC Committee, staff, and PTA. Our SIP was developed around their input as we reviewed and discussed each section and came up with a plan as how we would improve each section.

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))

Our SIP will be monitored through data reviews with Leadership Team after Progress Monitoring Assessments to determine if progress is being made and if we need to revisit our strategies. IT will also be monitored through discussions held at our monthly SAC meetings, sharing the data and next steps with this committee. PTA Board will also partake in the review process to ensure all stakeholders are aware of progress being made. By all these stakeholders being involved it holds the entire school accountable for what we plan to achieve.

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	69%
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) Multiracial Students (MUL) White Students (WHT) 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: B
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	5	34	24	24	26	34	0	0	147
One or more suspensions	0	1	5	2	6	6	0	0	0	20
Course failure in English Language Arts (ELA)	0	0	5	5	28	9	0	0	0	47
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	19	9	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	0	15	7	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	3	2	0	23	14	0	0	0	42

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	8	8	5	7	1	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	27	22	28	26	18	0	0	0	121
One or more suspensions	0	0	2	1	3	2	0	0	0	8
Course failure in ELA	0	0	0	30	17	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	17	16	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	24	11	22	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	17	16	0	0	0	60

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	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	27	22	28	26	18	0	0	0	121
One or more suspensions	0	0	2	1	3	2	0	0	0	8
Course failure in ELA	0	0	0	30	17	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	27	17	16	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	24	11	22	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	17	16	0	0	0	60

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	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0
Students retained two or more times	0	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*	42	50	53	51	53	56	46		
ELA Learning Gains				58			35		
ELA Lowest 25th Percentile				42			53		
Math Achievement*	54	56	59	55	50	50	40		
Math Learning Gains				67			18		
Math Lowest 25th Percentile				53			47		
Science Achievement*	47	50	54	39	59	59	35		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	77			43		

** 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	442
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	23	Yes	4	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	39	Yes	1	
MUL	53			
PAC				
WHT	52			
FRL	44			

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	37	Yes	3	
ELL	60			
AMI				
ASN				
BLK	56			
HSP	62			
MUL	47			
PAC				
WHT	50			
FRL	57			

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	42			54			47					58
SWD	22			29			29				4	
ELL	37			33							4	58
AMI												
ASN												
BLK	40			46			42				4	
HSP	36			46			31				5	61
MUL	47			59							2	
PAC												
WHT	47			67			58				4	
FRL	37			54			41				5	65

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	51	58	42	55	67	53	39					77
SWD	22	42	36	29	57	52	21					
ELL	40	71		50	64							77
AMI												
ASN												
BLK	48	54		42	79							
HSP	52	69	50	56	69		61					74
MUL	31	40		56	60							
PAC												
WHT	53	56	43	57	64	42	37					
FRL	49	60	45	51	68	63	42					76

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	46	35	53	40	18	47	35					43
SWD	22	35	60	24	19	33	39					40
ELL	31	36		42	45		46					43
AMI												
ASN												
BLK	40			28								
HSP	38	40		35	25		40					46
MUL	54			46								
PAC												
WHT	49	28		44	10		32					
FRL	42	37	73	38	12	36	36					46

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	57%	53%	4%	54%	3%
04	2023 - Spring	51%	54%	-3%	58%	-7%
03	2023 - Spring	27%	46%	-19%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	55%	-9%	59%	-13%
04	2023 - Spring	62%	59%	3%	61%	1%
05	2023 - Spring	67%	53%	14%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	47%	1%	51%	-3%

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.

When looking at our data for the 2022-2023 FAST PM3, the component that showed the lowest performance was our 3rd Grade ELA proficiency. RES 3rd grade only showed 27% proficiency on the PM3 FAST ELA. There were a few factors involved in this, one of them being starting the year with 5 units, two of them being held by long term substitutes. At the 20 day count we absorbed one of those classes to make four 3rd grade classes, and of the two groups of students who were affected by the long-term substitute situations, there continued to be a high teacher turnover rate. By the end of the year over 50% of the grade level had experienced 6 different instructors. This group of students had also experienced a long-term substitute while in second grade due to a teacher going on maternity leave and completing the last half of the year with a substitute. This situation is not typical for RES, and we were very intentional with hiring highly affective teachers for both our 3rd and 4th grade classes for the 2023-2024 school year to ensure consistency and quality teaching.

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

The data component that showed the greatest decline from 2021-2022 was in our ELL subgroup. Proficiency dropped from 60% to 13%. One of the factors for this was not starting the year with an ELL

teacher and students not having the additional language acquisition support. Imagine Learning was kept in place but was not being monitored with fidelity. Our ELL teacher has remained the same for the 2023-2024 school year and has already given training during preplanning for teachers to understand how to pull their data and work with their students on Imagine Learning and Ellevation.

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 showed the greatest gap when compared to the state average was our SWD population in ELA. When comparing RES to the state of Florida in the 2021-2022 school year, there is a 36% point gap in the state between SWD and non SWD students. When looking at RES data, there is a 38% point gap between SWD and non SWD students. While this is a great gap, we are looking at a new assessment with the FAST PM. The 2022-2023 PM1 data for our SWD students was a 2% proficiency, and PM3 was 20% proficiency. While still in the danger zone, it was a huge jump in learning gains. Our goal for our SWD students for the 2023-2024 school year is to make 50% proficiency.

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

Our Science scores continue to improve, trending upward from 35% to 39% to 48%. We hired a part time Science Coach who worked with and planned with our teachers to ensure lesson planning and LTIs were done with fidelity.

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

Student attendance, as we had 147 of our 535 students absent more than 10% of the time. We will put a plan in place with our SSW for attendance incentives. Another concern is the number of level 1 students in ELA.

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

1. Teacher retention/hiring a reading coach
2. Decreasing our number of level 1 students/increasing our number of proficient students
3. Learning gains by all students
4. Decreasing our number of absences
5. Increasing the proficiency of our ESSA SWD and ELL subgroups

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 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.

A positive and supportive school culture plays a pivotal role in attracting and retaining high-quality teachers. According to the article "A Culture of Success—Examining School Culture and Student Outcomes via a Performance Framework" listed in the Journal of Education and Learning; Vol. 5, No. 1; 2016, a positive school culture may have a significant influence on the academic and social success of the students within schools (Squires & Kranyik, 1996). When a school exhibits characteristics of a positive school culture, there are fewer suspensions, increased attendance rates, and increased achievement on standardized test scores (Anson et al., 1991; Becker & Hedges, 1992).

In addition, in the article titled "The Role of Principals in Addressing Teacher Shortages", published in The Learning Policy Institute February 27, 2017, it states that "Teachers are more likely to remain in the classroom when they feel supported by administrators. Research suggests that principal support can matter more than even teacher workload when it comes to decisions to stay at or leave a school. This support can take many forms, including providing emotional and instructional support. School leaders who support teachers with instructional resources, teaching materials, and professional learning opportunities have also been associated with lower teacher attrition rates."

Measurable Outcome:

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

While Riverview Elementary had ended the 2022-2023 school year with three year-long vacancies and two additional units added for the 2023-2024 school year, we were able to successfully hire for each homeroom position. We had twelve staff members leave the school: four were promoted to other positions in the district, one took a part time position to partially retire, one retirement, two left the profession for medical reasons, one for a better paying job out of the district, one moved across the country, one left for a regular transfer, and one left to be .25 miles from home after having an hour long drive each way.

Riverview will always support and promote teachers to better themselves in their profession. Based on the data above, our goal is to retain all teachers who still retain a love for teaching their students to grow academically and socially.

Monitoring:

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

Administration will monitor the pulse of the school through ILT discussions, Social Sunshine meetings and informal conversations throughout the school year.

Person responsible for monitoring outcome:

Teri Madill (teri.madill@hcps.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.)

We will be focusing on teacher satisfaction and feelings of support to ensure teacher retention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the article titled "The Role of Principals in Addressing Teacher Shortages", published in The Learning Policy Institute February 27, 2017, it states that "Teachers are more likely to remain in the classroom when they feel supported by administrators."

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.

To retain those that are new to Riverview, we will hold monthly "New to the View" meetings to ensure that our new teachers can become familiarized with the structures, procedures and routines we have in place for our school.

Person Responsible: Kelsy Groves (kelsy.groves@hcps.net)

By When: These meetings will be held the last Thursday of every month beginning 8/2023-5/2024

Bimonthly team building activities to foster positive staff culture and school environment and staff incentives supplied by administration.

Person Responsible: Teri Madill (teri.madill@hcps.net)

By When: Team building began during preplanning and will be held bi monthly through May 2024.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

RES students scored 39% proficiency on the 21-22 SSA and improved to 48% proficiency on the 22-23 SSA. RES Math proficiency for the 21-22 school year was 55% proficiency using FSA, and the data from the 22-23 PM3 showed 58% proficiency. While we realize the Math was not the same assessment, we strive for higher achievement of proficiency.

Measurable Outcome:

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

RES will increase the percentage of students scoring a level 3 or higher achievement level on the SSA from 48% proficiency to 62% proficiency, for a 14% increase. RES will increase the percentage of students scoring a level 3 or higher achievement level on the PM3 from a 58% proficiency to 66% proficiency, for an 8% increase according to the FAST PM3. 100% students will have learning gains.

Monitoring:

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

In Science, the mini assessments will be used to track proficiency by standard. We will continue to have weekly and biweekly planning sessions with our part time Science Coach and our District DRT to allow for teacher training and understanding along with reflection and analysis of assessments. These sessions will have a focus incorporating the TOP 5 practices that were shared during professional study day. The Top 5 practices are authentic engagement, purposeful conversations, checks for understanding, vocabulary integration and content knowledge. By incorporating these research-based practices during planning and instruction, student scores in Science should increase.

In Math, our focus will also be on the Top 5 practices as they are incorporated throughout the curriculum. Purposeful monitoring during daily lessons, exit tickets, district quarterly monitoring tools will also be utilized. Data will be used to guide instruction.

Person responsible for monitoring outcome:

Teri Madill (teri.madill@hcps.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.)

Weekly and bi-weekly common planning, or "Content Development" with a focus on standards, benchmarks, tasks, and discussion questions aligned with B.E.S.T. These will be designed to provide teachers with an opportunity to utilize and implement the curriculum, diving into tasks and benchmarks. For Science, the Science Coach will train teachers to understand and teach Science in a meaningful and affective way and offer coaching cycles with feedback to ensure proper implementation of the standards. She will also work with teachers to ensure LTIs are done with fidelity, assisting students with the understanding and implementation of Nature of Science standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the 21-22 school year RES Math proficiency had increased by 15% in grades 3-5 and Math gains increased to 49% While last year the State of Florida had moved to FAST Progress monitoring, our achievement was 58% on the PM3 and no gains as it was the first year of this assessment and BEST Standards in Math. For Science, networks of teachers working together to understand and implement changes in their instruction can be powerful mechanisms for supporting and properly implementing

Science standards. These changes in instruction to properly implement lessons should lead to increased student achievement.

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.

Science and Math coaches will lead weekly and biweekly content development and internalization sessions that will focus on implementing the standards in alignment with the district instructional calendar for best instructional practice. (Both math and science coaches will be responsible for this action step)

Person Responsible: Shelby Hough (shelby.hough@hcps.net)

By When: Ongoing throughout the 23-24 school year.

Using student results of standards and benchmark achievement, professional development will be planned in order to increase proficiency which will ensure learning gains of our bottom quartile students and address the needs of student centered and differentiated instruction. (Both Math and Science coach will be responsible for the action step)

Person Responsible: Sandra Subianto (sandra.subianto@hcps.net)

By When: Ongoing throughout the 23-24 school year

#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.

Our SWD students showed 37% proficiency on the 21-22 FSA ELA, and 20% on the 22-23 school year FAST ELA PM3. Our ELL students showed 60% proficiency on the 21-22 FSA ELA and 13% proficiency on the 22-23 school year FAST ELA. While we noticed a significant drop in proficiency in both subgroups, we also noted that they were two different assessments. RES will strive for higher achievement of proficiency and 100% of students making learning gains.

Measurable Outcome:

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

For the 22-23 school year, RES learning gains for the BQ and SWD ESSA subgroups will be 55% in ELA. During weekly walkthroughs, 75% of teachers will implement small groups with fidelity. For ELL, create a culture of shared accountability through aligned standard based instruction through BEST standards to increase proficiency in student gains across all grade level for ELL students.

Monitoring:

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

Administration and Reading Coach will conduct separate weekly walkthroughs to observe small group instruction using the district approved materials. Data from the walkthroughs will determine any areas of support. Student data from benchmark assessments will be sorted to determine the percentage of students making gains.

For ELL, this will be monitored through collaborative data analysis and content development weekly. Leaders and instructors will review monthly data of proficiency and gains. Teacher observations of learning activities, conferencing with feedback and progress monitoring will be in place.

Person responsible for monitoring outcome:

Teri Madill (teri.madill@hcps.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.)

During weekly and biweekly planning, teachers and Reading coach will plan for and implement small group instruction using iReady, Wonders, UFLI, and FCRR. The teachers and coach will use current data discussed during content development to plan for tasks that are targeted towards student needs. For ELL, teachers will be guided to use Ellevation strategies in the classroom to support language acquisition. Small group interventions will be administered daily. Administration will conduct fidelity checks of instructional support services and core ELL strategies and follow up with regular feedback on progress and improved instructional practices.

We will increase parental representation through monthly communication of learning objectives and standards being taught through emails, newsletters, etc. Having parent representatives attend monthly SAC meetings and be involved in decision making. Professional development to support culturally responsive instruction by our ELL specialist. Increased analysis of progress monitoring data in weekly planning sessions and monthly PLCs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These materials were chosen to support our Reading curriculum with Wonders and UFLI being our new district curriculum. RES saw a decrease in our BQ gains. Our goal is to increase our BQ proficiency and have 100% of students make gains. The implementation of small group instruction using on grade level

standards with these resources will be critical in bridging achievement gaps. For ELL, the need to increase student gains through collaborative culturally responsive practice. Increase support and communication among students, families, and instructional stakeholders.

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.

Reading Coach will facilitate content development sessions focused on small group instruction based on the data reviewed during PLCs. Differentiated tasks will be planned based on students needs using data collected at PLCs.

Person Responsible: Kelsy Groves (kelsy.groves@hcps.net)

By When: Monthly throughout the 23-24 school year.

Reading coach and other resource teachers such as ELL and VE teachers will pull out/push in to provide interventions to tier 2 and tier 3 students during small group portions of Reading blocks. Research based materials will be used to support and enhance small group interventions.

Person Responsible: Linda Tibbetts (linda.tibbetts@hcps.net)

By When: Daily throughout the 23-24 school year.

Teachers will facilitate data chats with students to set goals, monitor goals, monitor progress on benchmarks and review expectations. Students will be responsible for updating their data tracking sheets during these chats.

Person Responsible: Teri Madill (teri.madill@hcps.net)

By When: Ongoing throughout the 23-24 school year.

Fidelity of small group instruction will be determined through regular walkthroughs by administration as well as students performance. Data will be reviewed and discussed during content development meetings focusing on general classroom trends and ESSA subgroups.

Person Responsible: Kelsy Groves (kelsy.groves@hcps.net)

By When: Ongoing throughout the 23-24 school year.

Formal data chats with administration content coaches and teachers to monitor students progress and to make adjustments to students'; instructional paths.

Person Responsible: [no one identified]

By When: Quarterly throughout the 23-24 school year

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

44% Kindergarten, 56% First Grade, and 39% of Second Grade RES students were not on track for level 3 proficiency based on the 22-23 school year STAR Progress Monitoring Assessment. 28% Kindergarten, 27% First Grade, and 22% second Grade students scored at the Tier 3/Urgent Intervention level and are in need of intense remediation of grade level benchmarks.

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

73% of our Third Grade students, 48% of our Fourth Grade students, and 43% of our Fifth Grade students scored below Level 3 on the 2023 statewide standardized ELA assessment. The affect this has on student literacy is there are more tier 3 students that are in need of remediation of foundational skills necessary to comprehend complex grade level text.

The 2022-2023 Third Grade class had many obstacles including two long term subs, and high teacher turnover rate due to various reasons. Two of the four remaining third grade classes had 6 different teachers in one year. To ensure the rectification of this concern, we were intentional with our hiring highly qualified teachers for both third and fourth grade to ensure stability for this group of children moving forward.

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

The current amount of prior year students performing on or above grade level based on STAR is K: 56%, 1st: 44%, 2nd:61%. The goal is to increase the number of students at or above grade level in First grade from 44% to 51% according to the FAST STAR as a measure.

Grades 3-5 Measurable Outcomes

The current amount of prior year students performing on or above grade level based on FAST ELA PM3 is 3rd Grade: 27%, 4th Grade: 52%, and 5th Grade: 57%. The goal is to increase the number of students in the prior year 3rd Grade from 27% to 54% as measured by the 2024 FAST ELA PM3 assessment as a measure.

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.

Grade level data chats with Reading coach and administration, Content Development meetings with Reading Coach to analyze data as well as dig into content and assist with planning. Teachers are also expected to participate in weekly and biweekly planning meetings with the Reading Coach and monthly MTSS grade level meetings as a faculty. These grade level meetings will include administration, student services, VE teachers, and staff. Administration will conduct weekly walkthroughs and district will conduct impact reviews/learning walks.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Madill, Teri, teri.madill@hcps.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?

According to Hattie's visible learning affect sizes, response to Intervention has a 1.29 affect size and will be utilized to meet each child's needs at their appropriate learning tier. Phonics instruction has a 0.7 affect size and will be used through DIBELS, UFLI, and the Wonders curriculum for students that are identified as having deficits in these particular areas. Problem solving method of student performance analysis has a 0.68 effectiveness rating and will be used to identify individual student learning gaps. Once identified, specific student deficits will be remediated. These evidence-based practices and programs not only align with the district's K-12 Comprehensive Evidence Based Reading Plan, but also align with the B.E.S.T. ELA standards.

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?

RES is selecting these practices/programs based on the needs of the individual students. These programs are facilitated in small group, which will be utilized to target their direct and explicit instructional needs. According to Hattie's Visible Learning, these identified practices show proven effectiveness.

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
<p>RtI/MTSS will be implemented with consistency and fidelity withing each grade level. The effectiveness of this practice will be discussed during our monthly grade level RtI/MTSS meetings where every grade level will be meeting with instructional stakeholders to ensure accountability for planning RtI/MTSS lessons for targeted student needs. The academic leadership team will be given a grade level to monitor as an accountability piece. Assessments will be evaluated during the data chat with the Reading Coach (when hired) and administration.</p>	<p>Madill, Teri, teri.madill@hcps.net</p>
<p>Phonics instruction will be implemented in K-2 classrooms with the use of DIBELS, Wonders, and UFLI curriculum and will be monitored by the Literacy Leadership in the weekly and biweekly content development sessions. The Reading Coach will also be involved in modeling lessons as well as providing feedback and coaching cycles as needed. Monitoring discussions and next steps will be discussed at weekly academic leadership meetings with academic coaches, ELL,ESE Specialist, and administration to ensure progress is being made throughout the year and assessments are being used to guide effective instruction.</p>	<p>Madill, Teri, teri.madill@hcps.net</p>
<p>Extended Learning Program will be provided to students in Grades K-5 identified as tier 2 and to address critical skill gaps and provide additional time with grade level standards in ELA. The Learning Program will be conducted during the school day by a retired Reading Coach who will constantly monitor the effectiveness of lessons and academic growth of students she instructs. She will discuss areas of weakness, strength, and then growth with the Literacy Leadership Team to guide next steps of instruction.</p>	<p>Groves, Kelsy, kelsy.groves@hcps.net</p>

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.

Methods for dissemination of the SIP will be through monthly SAC meetings, PTA meetings, and will be available for review/discussion during our Spooky STEM Night in October 2023 and our Reading Night that will be held in the Spring.

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))

A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect, and high expectations. RES consults with various stakeholders through a variety of means to ensure all aspects of our culture and environment are properly addressed for the betterment of all who step foot on campus. We gather information from our TELL data, Panorama, and hold individual feedback meetings with teachers and ILT to recognize our areas of strength and our areas in which we need to work. This information has been reflected on and systems are put into place to ensure that all voices and concerns are heard. Giving all stakeholders a voice fosters a positive environment that is conducive to a positive school environment. RES will conduct three conference nights during the 2023-2024 school year, and administration will send out weekly calls to parents and staff to inform them of upcoming events. In addition, we also keep our school webpage up to date, we have a PTA Facebook page as we collaborate closely with our PTA, we post daily happenings to Instagram and X. We have started an All-Pro Dads chapter, which meets the last Friday of every month and have also met as a faculty to plan monthly family friendly activities that take place during and after school hours. This ensures that parents can be involved at all times of the day.

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)

In order to strengthen the academic program, we will continue to utilize our Academic coaches to assist teachers with content development and planning. Teachers have been given a detailed schedule and dedicated RtI/MTSS time has been built into the schedule to ensure students are getting the interventions they need.

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))

Head Start parents and families are included and encouraged to participate in all school forums and activities

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))

Our School Counselor and Social Worker have organized small group counseling, lunch bunch social skills groups, K Kids for 3rd and 4th grades, and individual counseling when parents have given written permission.

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))

N/A

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).

We have created a school wide behavior Plan called "The Gator Way". The Gator Way is to be Respectful, Responsible and Safe, and is applied in every aspect/area of the school. We also have a major/minor schoolwide behavior flow chart that every teacher can access with sample interventions that can be put in place before calling the office.

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 have weekly and biweekly content development scheduled for each grade level with the academic coaches as well as a PD Tuesday once a month to give time for additional professional learning/training. Academic assessment analysis takes place during content development to continuously guide effective instruction. To recruit and retain effective teachers, we have added in bimonthly team building activities to build a culture of caring and community within the school.

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))

RES houses two Headstart classrooms, two VPK/iPeeps blended classes, and one iPeeps class. These children are prepared for the transition from early childhood programs by being included in the normal procedures and routines of our school. They partake in awards ceremonies, eat in the cafeteria, and even visit the Media Center. Their classrooms are equipped with benchmark resources and teachers are included in data chats to hold all accountable for learning.