

Orange County Public Schools

Riverdale Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

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

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.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team, 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
Charlton, William	Principal	<p>The principal, Mr. Charlton, leads the school and provides a common vision for the use of data-based decision making, differentiated and rigorous instruction. He monitors iObservation, partners master teachers with teachers in need of improvement, and ensures that the school-based team is implementing MTSS with fidelity. The principal collaborates weekly with the instructional resource team as well as grade level PLC's to monitor student progress and make recommendations for instructional changes. Classroom walkthroughs are conducted to ensure instructional practices are aligned to the Florida B.E.S.T standards. The principal also communicates with parents regarding school based plans and activities.</p>
Tait, Stacy	Assistant Principal	<p>The assistant principal supports the common vision for the use of data-based decision making. She participates in weekly data meetings and supports the school team in implementing and addressing the goals and targets in the SIP. The assistant principal supports the implementation of interventions including the use of appropriate materials, documentation and participates in Tier 3 meetings. She meets weekly with the leadership team and teachers to monitor data and make adjustments as needed to achieve goals.</p>
Brown, Joanna	Instructional Coach	<p>The instructional coach provides guidance to teachers with CRM lesson plans, assessments and data. She facilitates and supports data collection, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction. The instructional coach also supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development and model lessons of high yield strategies and best practices for instruction. She facilitates weekly PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walkthroughs to assist in the coaching process. She serves as a grade level liaison, and meets weekly as a member of the Leadership Team focusing on effective teaching strategies, coaching opportunities and both schoolwide and individual student data.</p>
Ragley, Margaret	Curriculum Resource Teacher	<p>The Curriculum Resource teacher facilitates and supports data collection, assists in data analysis, and provides professional development to teachers in regards to data-based instructional planning. She is the testing coordinator for all school-wide state and district mandated tests. She serves as a grade level liaison, and meets weekly as a member of the Leadership Team focusing on effective teaching strategies, coaching opportunities and both schoolwide and individual student data.</p>
Castro, Kim	Staffing Specialist	<p>The staffing specialist collaborates with administration and staff to ensure that students are properly placed according to individual needs. She provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance, monitors the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>implementation of IEPs and 504 plans, and collaborates with teachers to ensure SWD are receiving differentiated rigorous instruction. She serves as a grade level liaison, and meets as a member of the Leadership Team focusing on effective teaching strategies, coaching opportunities and both schoolwide and individual student data.</p>
<p>Greifenstein, Virginia</p>	<p>Instructional Media</p>	<p>The Instructional Media specialist provides literary support with the K-5 Reading Plan, facilitates school-wide reading initiatives and monitors and reports Accelerated Reader (AR) and Math Facts data, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP, provides resources for staff members on high yield strategies and best practices in the area of reading, manages textbook and fixed asset inventories, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration. Manages student Ipad and laptop inventory and coaches teachers in effective digital learning strategies.</p>
<p>Lawrence, Jeanie</p>	<p>Parent Engagement Liaison</p>	<p>The Parent Engagement Liaison or (PEL) works alongside key instructional personnel to design parent workshops that allow families to learn a new academic skill or concept, engage in a practice opportunity and receive feedback.. Additionally, Parent Engagement Liaisons ensure resources and opportunities are accessible to all families. The PEL helps with family nights, supports SAC, writes the Parent and Family Engagement Plan and works to support SEL. The PEL also serves as a member of the leadership team to assist with school activities and events.</p>

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.

Stakeholders, which included students, staff and parents, participated in the Panorama Survey in the Spring of 2023. That data was used to help give input towards the goals in the 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))

We will monitor the implementation of the SIP through weekly PLC data meetings and common lesson planning with instructional teams. The leadership team will conduct weekly classroom walkthroughs to monitor instructional practices and will collaborate with grade level teams to ensure that they are utilizing the most effective strategies. Administration will hold individual teacher data chats periodically. The leadership team will also closely monitor the progress of our intervention groups and ensure that the

MTSS process is implemented with fidelity.

As data is monitored, and we notice areas of deficiency, the leadership team will meet and plan with teachers to come up with differentiated instructional strategies to address the gaps.

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	84%
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) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) 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: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	46	45	43	33	0	0	0	176
One or more suspensions	0	0	4	3	7	10	0	0	0	24
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	31	23	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	27	22	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	25	20	23	0	0	0	80

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	19	13	28	0	0	0	69

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	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	27	18	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	22	27	32	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	31	27	18	0	0	0	84
	0	0	0	0	0	0	0	0	0	
	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	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	4	0	0	0	0	0	4
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	9	46	45	43	33	31	0	0	0	207
One or more suspensions	0	4	3	7	10	15	0	0	0	39
Course failure in ELA	0	0	0	31	23	39	0	0	0	93
Course failure in Math	0	0	0	0	22	41	0	0	0	63
Level 1 on statewide ELA assessment	0	0	0	31	23	39	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	22	27	32	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	25	20	23	0	0	0	80
	0	0	0	0	0	0	0	0	0	
	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	9	19	13	28	41	0	0	0	110

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	4	0	0	0	0	0	4
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*	45	57	53	51	56	56	54		
ELA Learning Gains				58			51		
ELA Lowest 25th Percentile				46			40		
Math Achievement*	52	60	59	53	46	50	49		
Math Learning Gains				57			52		
Math Lowest 25th Percentile				44			23		
Science Achievement*	62	63	54	53	61	59	50		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	40	59	59	66			48		

** 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	100
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	11	Yes	4	2
ELL	46			
AMI				
ASN	93			
BLK	48			
HSP	49			
MUL				
PAC				
WHT	45			
FRL	47			

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	24	Yes	3	1
ELL	49			
AMI				
ASN	91			
BLK	40	Yes	1	
HSP	51			
MUL				
PAC				
WHT	59			
FRL	49			

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	45			52			62					40
SWD	5			10			27				4	
ELL	38			52			69				5	40
AMI												
ASN	93			93							2	
BLK	33			47			73				4	
HSP	45			49			62				5	38
MUL												
PAC												
WHT	41			49			38				4	
FRL	41			48			59				5	38

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	46	53	57	44	53					66
SWD	13	32	31	26	33	25	9					
ELL	41	49	46	47	58		37					66
AMI												
ASN	94			88								
BLK	36	60	55	29	40	38	21					
HSP	47	54	37	49	57	44	52					66
MUL												
PAC												
WHT	54	63		63	45		69					
FRL	44	55	50	47	49	43	45					58

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	54	51	40	49	52	23	50					48
SWD	18	25		21	33		23					
ELL	46	50		44	38		38					47
AMI												
ASN	88			81								
BLK	39			25								
HSP	51	38	30	47	42		35					48
MUL												
PAC												
WHT	66	92		65	71		79					
FRL	51	52	40	43	40	20	45					50

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	40%	54%	-14%	54%	-14%
04	2023 - Spring	48%	60%	-12%	58%	-10%
03	2023 - Spring	48%	52%	-4%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	59%	-1%	59%	-1%
04	2023 - Spring	49%	62%	-13%	61%	-12%
05	2023 - Spring	50%	55%	-5%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	59%	-1%	51%	7%

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.

ELA achievement overall decreased from 51% last year to 47%.

Our SWD subgroup in ELA dropped from 26% achievement rate to a 6%.

The greatest contributing factor was the transition of our students and staff from our Riverdale school campus to East River High School due to the flood from Hurricane Ian. This presented challenges of classes being combined with upwards of 40 students (due to space), loss of instructional time due to bus issues, and a high student absentee rate. We were also not able to have after school tutoring or Saturday school. In addition, the teachers were working with the new ELA standards and new state testing (F.A.S.T) which was computer based for all grade levels.

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

ELA is definitely an area of focus, since only 50% our 3rd graders made proficiency or higher compared to a district average of 52%. Fourth grade scored at 47% proficiency or higher compared to a district average of 60% . Fifth grade scored at 41% proficiency or higher compared to a district average of 54%.

The contributing factor was the transition of our students and staff from Riverdale school campus to East River High School due to the flood from Hurricane Ian. We had larger class sizes due to space and loss of instructional time due to busing. We also experienced a high student absentee rate.

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.

In ELA, 46% of our 4th grade students were proficient compared to the state's average of 57%. 4th grade students also had 38% who scored a Level 1 compared to the state's 23%. In Math, 45% of our 4th grade students were proficient compared to the state's average of 61%. 38% of 4th grade students scored a Level 1 compared to the state's 24%. The factors that contributed to this gap for our 4th grade students was adjustment made due to the flood. We were not able to hold tutoring or Saturday school due to the distance of East River High School.

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

Our Science data showed the most improvement from 53% in 2022 to 62%.

This year we solicited for district assistance from the Science department. We collaborated with them to get new ideas, strategies, materials and resources. Examples of this included:

- More science based texts were used in reading intervention with our higher students
- More effective use of Study Island
- Statewide Student Assessment (SSA) was used whole group and strategically depending on student areas of deficiency

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

1. Excessive absences
2. Reading deficiencies

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

1. Increase our overall ELA student proficiency
2. Increase our overall proficiency data in ELA and Math within our SWD subgroup.

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.

We will focus on small group and differentiated Tier 1 instruction in reading. We will work on improving the implementation of the new BEST standards in order to improve reading proficiency and learning gains. Teachers and leadership are completing training on the Structured Literacy model to help implement new foundation reading strategies in the classrooms. Additionally, our SWD students will be supported with more regular data meetings with the ESE staff and accommodations will be used with fidelity.

Measurable Outcome:

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

We will use our 2024 ELA FAST data to measure achievement levels.

Using our 2024 ELA FAST data, Riverdale Elementary will see an increase in Reading Proficiency from 47% to 52% for all students.

Our SWD will increase their proficiency from 24% to 42% by PM3.

Monitoring:

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

The principal, assistant principal, curriculum resource teacher, and reading coach will be monitoring the students' achievements through the examination of summative, formative, and Exact Path data. Conversations in professional learning communities, data chats with teachers, and classroom walkthroughs conducted by leadership team members will monitor the effectiveness of instructional practices during the Tier 1 reading block.

Person responsible for monitoring outcome:

William Charlton (william.charlton@ocps.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.)

Teachers will use DIBELS, Exact Path, and progress Monitoring data to build standards-based small group intervention and acceleration to support the reading standards. This data will be combined with the standards based unit assessment data to identify further the specific standards and target skills the students need to improve. Students will be grouped in intervention groups during the FBS block to meet remediation and enrichment needs daily. We will utilize small group resources from SIPPS, LLI, Wonders, and Being a Reader to target intervention needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions will improve the reading foundational skills and comprehension.

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.

Leading PLCs to focus on the B.E.S.T reading standards and instructional strategies for both whole and small groups. ESE support teacher strategies will be added where needed.

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

By When: Weekly

Monitor the implementation of MTSS instruction and support.

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

By When: Weekly

Instructional and ESE Support Teams will provide push in support. In addition, our coaches will provide training during PLC's and monthly staff meetings.

Person Responsible: Stacy Tait (stacy.tait@ocps.net)

By When: September 30, 2023

Saturday school and after school tutoring program

Person Responsible: Stacy Tait (stacy.tait@ocps.net)

By When: September 30, 2023

#2. 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.

We will focus on differentiated Tier 1 instruction and math interventions. We will work on improving the implementation of the new BEST standards in order to improve math proficiency and learning gains.

Measurable Outcome:

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

We will use our 2024 Math FAST data to measure achievement levels.

Using our 2024 Math FAST data, Riverdale will see an increase in Math proficiency from 55% to 60% in overall achievement.

Monitoring:

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

The Principal and Assistant Principal along with the math coach will be monitoring the students through the examination of summative, formative and Successmaker data, conversations in PLCs, and classroom walkthroughs.

Person responsible for monitoring outcome:

William Charlton (william.charlton@ocps.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.)

Teachers will use Successmaker, FAST Progress Monitoring, and Standards Based Unit Assessment data to drive instruction and to target the skills the students need to master. Students will be placed into small groups for math intervention to meet remediation and enrichment needs daily. We will utilize resources from Envision Math, NumberWorlds, Reflex, and Savvas Realize (teacher toolbox).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions will help improve math fluency and gaps in instruction.

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.

Students utilize Reflex Math along with math timed testing and math recognition for mastering different levels of fluency.

Person Responsible: Stacy Tait (stacy.tait@ocps.net)

By When: April 1, 2024

Coaching and feedback on small group differentiated math instruction.

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

By When: December 31, 2023

Professional development on small group and differentiated math instruction.

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

By When: December 31, 2023

Math tutoring and Saturday school

Person Responsible: Stacy Tait (stacy.tait@ocps.net)

By When: September 30, 2023

#3. Positive Culture and Environment specifically relating to Other**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.

We will integrate and monitor resources and strategies that strengthen a culture of student resiliency. We want to increase students' positive perceptions of classroom and school-wide culture. We will do this through a school Positive Behavioral Interventions and Support (PBIS) plan and monthly character development lessons.

Measurable Outcome:

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

We will increase our student Panorama survey data from Spring 2023 in the following areas:

School climate: from 56% to 61%

Sense of belonging: from 60% to 65%.

Monitoring:

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

We will monitor this through the Fall and Spring Panorama Survey data.

Person responsible for monitoring outcome:

William Charlton (william.charlton@ocps.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.)

Riverdale will use distributive leadership to implement a continuous improvement plan for student resiliency.

We will focus on maintaining and improving our school-wide Positive Behavior Interventions and Supports (PBIS) plan, intentionally integrating aligned instructional strategies, and using deliberate school supports for families.

Our school will plan and implement professional learning to provide training, opportunities for safe practice, and an examination of school data. We will monitor and measure the impact of our implemented professional learning through analysis of a needs assessment, classroom observations, school environment observations and our Panorama Survey data. We will modify our plan of action as indicated by data, student needs, staff needs and family needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a sense of belongingness with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change with the intention of creating a welcoming and inclusive environment for all.

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.

The school leadership team will instruct on the implementation of weekly classroom meetings. Administration will lend support and guidance.

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

By When: October 31, 2023

Parent Engagement Liaison and PTA will hold several after school events to help families and students feel a sense of belonging.

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

By When: May 24, 2024

CSI, TSI and ATSI Resource Review

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

School improvement funding allocations will be reviewed by the school leadership team and SAC. The funds will be used to purchase intervention materials based upon student data. Additionally, funds will be set aside to pay for substitutes in order for teachers to be able to attend professional development to support all tiers of instruction.

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

Based on our K-2 Star Early Literacy data, our area of focus relating to Reading/ELA is to provide instruction targeted to the development of foundational reading skills. We will:

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

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

Based on our 3-5 FAST data, our area of focus relating to Reading/ELA is to provide instruction targeted to the development of foundational and comprehension reading skills. We will:

1. Build students' decoding skills so they can read complex multisyllabic words.
2. Provide purposeful fluency-building activities to help students read effortlessly.
3. Routinely use a set of comprehension-building practices to help students make sense of the text
 - Build students' world and word knowledge so they can make sense of the text
 - Consistently provide students with opportunities to ask and answer questions to better understand the text they read
 - Teach students a routine for determining the gist of a short section of text
 - Teach students to monitor their comprehension as they read

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

Fifty two percent of students in grades K-2 will score proficient on FAST Progress Monitoring 3 for ELA. Additional assessments will also be considered. All grade levels K-2 scored over 50% proficiency on PMS for STAR Reading and Early Literacy.

Grades 3-5 Measurable Outcomes

Fifty two percent of students in grades three through five will score proficient on the FAST Progress Monitoring 3 for ELA. Additional assessments will also be considered.

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.

We will monitor through weekly walkthroughs by administrators during the ELA block. We will collect data on our walkthroughs and use this information to discuss in weekly PLC's. We will also use this data to indicate areas for professional development opportunities.

We will also hold monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, SIPPS progress monitoring data and district-created standard based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Charlton, William, william.charlton@ocps.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?

The following evidence-based practices/programs are being implemented in each grade:

SIPPs is an evidence based practice program that is approved and purchased by the district to help students develop phonics and basic reading skills. This is not B.E.S.T. aligned. Data is being collected by teachers monitored by our instructional coach.

LLI is an evidence based practice program that is approved and bought by the district to help students develop basic reading and comprehension skills. This is not B.E.S.T aligned. Data is being collected by teacher and monitored by our instructional coach.

Heggerty is an evidence based practice program that is approved and bought by the district to help students develop their phonological awareness. The teachers use this program daily as part of their 120-minute literacy block. It is monitored by classroom walkthroughs.

OCPS Multisensory kits helps students develop awareness of the segments of sounds in speech and how they link to letters. The teachers use these kits during their 120-minute literacy block. It is monitored by classroom walkthroughs.

Being a Reader Small Group Curriculum is an evidence based practice program that is approved and bought by the district to help students develop reading and comprehension skills. The teachers use these kits during their 120-minute literacy block. It is monitored by classroom walkthroughs.

Exact Path is an evidence based practice program that is approved and bought by the district to help students develop in all areas of reading. This program is B.E.S.T. aligned. Data is monitored by teachers and the instructional coach.

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?

The rationale for each program is as follows:

SIPPS: Helps students to decode words, analyze word parts, and write and recognize words. It also builds students' decoding skills so they can read complex multisyllabic words.

Heggerty: Helps students develop an awareness of the segments of sounds in speech and how they link to letters.

OCPS Multisensory Kits: Helps students develop awareness of the segments of sounds in speech and how they link to letters. It also teaches students to decode words, analyze word parts, and write and recognize words.

Being a Reader Small Group Curriculum: Helps students develop awareness of the segments of sounds in speech and how they link to letters. It also teaches students to decode words, analyze word parts, and write and recognize words. It builds students' decoding skills so they can read complex multisyllabic words. It provides purposeful fluency-building activities to help students read effortlessly. It routinely uses a set of comprehension-building practices to help students make sense of the text.

Exact Path: Helps students develop an awareness of the segments of sounds in speech and how they link to letters. It teaches students to decode words, analyze word parts, and write and recognize words. It builds students' decoding skills so they can read complex multisyllabic words. It provides purposeful fluency-building activities to help students read effortlessly. It routinely uses a set of comprehension-building practices to help students make sense of the text.

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>Literacy Leadership will take place in PLCs and through professional development opportunities that are aligned to the B.E.S.T. ELA benchmarks. Teachers will focus on the development of student tasks that are aligned to the benchmarks. There will be an emphasis on the 120-minute literacy block with focus and trainings given for each component.</p>	<p>Brown, Joanna, 59682@ocps.net</p>
<p>Coaching needs will be identified through walkthroughs by administration and instructional support team. Coaching will be done to help ensure teachers implement evidence-based programs with fidelity. Instruction will be monitored to ensure that students tasks are aligned to the benchmarks.</p>	<p>Charlton, William, william.charlton@ocps.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.

Riverdale will disseminate the school-wide plan through Title I Annual Meeting, Parent and Family Engagement meetings and our School Advisory Committee.

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))

Riverdale establishes open and regular communication channels with parents, families and community stakeholders. This includes maintaining an updated school website, sending out monthly newsletters, and utilizing communication platforms like email and Talking Points. A weekly message in both English and Spanish is sent home by Orange Connect to let parents know about upcoming school events, testing and other important information for the upcoming week. Our Parent Engagement Liaison is very involved with sharing information to our families to provide additional support. We also hold monthly School Advisory Committee meetings which provides our parents, educators, administrators and community an opportunity to collaborate give input regarding school policies, programs, and initiatives.

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)

Given student needs across grade-levels, we will utilize our three Tier 1 intervention teachers to push in and provide small group instruction. We will also use our four hourly tutors to push in for student support.

Beginning September 25, 2023, we will start our Acceleration model before/after school tutoring program.

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))

Riverdale's school improvement plan is developed in coordination and integration with state FTE guidelines, Orange County Public Schools supported materials, instructional guides and assessments in alignment with the benchmarks outlined in the B.E.S.T. standards.

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))

Riverdale uses the school counselor to meet with students individually and in group settings. She will teach students skills and strategies to help them be able to regulate their emotions and behavior. She shares a weekly message to our students on our morning announcements. She has implemented a school-wide reward system for students which includes shopping at our school store for prizes. As needed she will refer students to our district Mental Health counselor.

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))

Riverdale participates in Teach In in November. This event allows members of the community to come share their professions with our students.

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).

Riverdale is a Positive Behavioral Interventions and Support (PBIS) school. We follow our Riverdale Royal expectations to be respectful, responsible and safe. We have defined each of these expectations for all areas of the school including arrival, dismissal, cafeteria, recess, hallways, restrooms and media center. It is an expectation that each classroom has posted a list of their expectations and consequences. We also review the Student Code of Conduct quarterly.

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 2 staff meetings a month that are targeted for professional development. Using school-wide data and walkthrough observations, the instructional support teams decides on topics to cover. Two teachers from each grade level are attending the ELA and Math district Impact trainings. After attending they return and will share with their team their learning.

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))

Our school has a full-day preschool. These students follow a full-day routine and schedule. They eat breakfast and lunch in the cafeteria. They participate in school-wide events.