

Orange County Public Schools

Riverside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	31

Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

<https://riversidees.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
Pelletier, Kelly	Principal	<p>The principal's primary duties/responsibilities are to promote and maintain the highest level of academic achievement and safety for all students by providing curricular and instructional leadership, maintaining overall school site operations; and receiving, distributing, and communicating information to enforce school, district, and State policies. The principal sets the vision and develops the school culture. The principal maintains a safe school environment, coordinates site activities, and communicates information to staff, students, parents, and community members. The principal is responsible for interviewing, hiring, and supervising school employees to ensure the highest performance standards.</p>
Long, Sallie	Assistant Principal	<p>The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assists the principal in providing instructional leadership to staff, including curriculum planning, review, implementation, and professional development. The role also includes helping to ensure the overall safety and well-being of students, staff, and school visitors; supporting school discipline, and enforcing school, district, and state policies.</p>
Oakes, Lindsey	Instructional Coach	<p>The instructional coach facilitates the "New to Riverside Teachers" and beginning teacher program, completes coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provides professional development.</p>
Wood, Haley	Math Coach	<p>The math/science coach's role is to provide instructional support in math and science, support teachers in building lessons and assessments, conduct non-evaluative observations with feedback, complete coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provide professional development.</p>
Labrada, Zoe	Staffing Specialist	<p>The staffing specialist's role is to collaborate with teachers to establish individual learning plans and 504 plans for students that have been identified based on the MTSS process. Additionally, the staffing specialist collaborates with the MTSS Coach to implement the school-wide MTSS process by ensuring teachers are collecting academic data with fidelity and providing the appropriate intervention support for students in need of Tier II or Tier III support.</p>
Evans, Alexander	Other	<p>The MTSS coach's responsibilities include overseeing the MTSS process, implementing and monitoring intervention for the lowest 25%, providing instructional support to students in need of Tier III support, and providing support to data leads of each grade level to develop data literacy school-wide. In addition, the MTSS coach collaborates with the staffing specialist to initiate the ESE or 504 process as needed.</p>

Name	Position Title	Job Duties and Responsibilities
Tellier, Tara	Reading Coach	The reading coach's role is to provide instructional support in ELA, support teachers in building lessons and assessments, conduct non-evaluative observations with feedback, complete coaching cycles (observations, model lessons, provide feedback), classroom walkthroughs, and provide professional development.

Stakeholder Involvement and SIP Development

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

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

The School Advisory Council (SAC) and the school leadership team collaborate to develop the goals for the School Improvement Plan. Our school data from the previous school year is presented to the entire faculty during pre-planning and goals are set for the new school year. These goals are then presented to the SAC for input and included in the plan. The SAC includes staff, teachers, parents, and community or business leaders.

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))

Every month at the School Advisory Council (SAC) meeting, current school data will be reviewed to look at the progress being made in each grade level. Once a quarter the committee will review the action plan items and report on progress for each item. Adjustments will be made at this time as needed. In January, the SIP mid-year report will be written and reviewed with the SAC. At that time we will add action items to any goals that need adjustment. The school leadership team will use the following to collect monitoring data each month: classroom walkthroughs, student progress monitoring on ExactPath and Successmaker, State assessments, staff feedback, and community input.

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	85%
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) 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: D
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	8	31	22	20	28	23	0	0	0	132	
One or more suspensions	0	1	4	12	9	13	0	0	0	39	
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	3	34	28	0	0	0	65	
Level 1 on statewide Math assessment	0	0	0	3	39	38	0	0	0	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	27	25	34	0	0	0	0	99	

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	6	13	19	43	31	0	0	0	112

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	1	1	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	9	3	12	19	14	0	0	0	57	
One or more suspensions	0	4	0	1	0	8	0	0	0	13	
Course failure in ELA	0	3	2	7	11	0	0	0	0	23	
Course failure in Math	0	0	0	8	18	4	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	6	17	11	0	0	0	34	
Level 1 on statewide Math assessment	0	0	0	8	20	17	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	24	17	0	0	0	47	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	3	14	27	21	0	0	0	73

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	

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	9	3	12	19	14	0	0	0	57	
One or more suspensions	0	4	0	1	0	8	0	0	0	13	
Course failure in ELA	0	3	2	7	11	0	0	0	0	23	
Course failure in Math	0	0	0	8	18	4	0	0	0	30	
Level 1 on statewide ELA assessment	0	0	0	6	17	11	0	0	0	34	
Level 1 on statewide Math assessment	0	0	0	8	20	17	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	24	17	0	0	0	47	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	3	14	27	21	0	0	0	73

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	

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*	41	57	53	40	56	56	35		
ELA Learning Gains				50			36		
ELA Lowest 25th Percentile				35			28		
Math Achievement*	36	60	59	48	46	50	36		
Math Learning Gains				60			25		
Math Lowest 25th Percentile				69			25		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47	63	54	49	61	59	38		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	50			16		

* 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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	215
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

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	401
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	2	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	43			
MUL				
PAC				
WHT	48			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	46			
HSP	49			
MUL				
PAC				
WHT	55			
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	41			36			47					52
SWD	6			6			20				4	
ELL	31			22			43				5	52
AMI												
ASN												
BLK	37			29			47				4	
HSP	43			43			43				5	46
MUL												
PAC												
WHT	47			47			50				3	
FRL	39			34			46				5	48

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	40	50	35	48	60	69	49					50
SWD	11	43	30	19	50	40	8					
ELL	31	38		41	68		40					50
AMI												
ASN												
BLK	36	46	29	44	55	73	39					
HSP	35	45	27	52	64	73	46					52
MUL												
PAC												
WHT	47	64		44	56		64					
FRL	37	48	36	46	62	71	47					48

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	35	36	28	36	25	25	38					16
SWD	10			13								
ELL	36	55		30	27		50					16

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
AMI												
ASN												
BLK	26	29	10	26	25	27	26					20
HSP	36	18		36	0		55					11
MUL	30			50								
PAC												
WHT	50	62		54	36		67					
FRL	28	35	21	30	19	7	28					10

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	43%	54%	-11%	54%	-11%
04	2023 - Spring	45%	60%	-15%	58%	-13%
03	2023 - Spring	36%	52%	-16%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	31%	59%	-28%	59%	-28%
04	2023 - Spring	41%	62%	-21%	61%	-20%
05	2023 - Spring	33%	55%	-22%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	59%	-18%	51%	-10%

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.

Our lowest performance on the 22-23 FAST was mathematics in grades 3, 4, and 5. In 3rd grade it was 31%, in 4th it was 41% and in 5th it was 33%. This was a new test last year, so we do not have comparisons to the previous year's performance. One contributing factor was that our students were learning new State standards and a new State test. The teachers were also learning the new State standards and working to implement strategies for teaching these standards. Our students lacked the prerequisite skills for these standards and teachers were spending time teaching the missing content as they were teaching the new standard.

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

Our greatest decline was in Level 3 and above achievement in mathematics for grades 3, 4, and 5. In 2022 on the FSA Math, our students scored 48% at Level 3 or above and on the 2023 FAST Math, they scored 35% at Level 3 or above. This is a decline of 13%. One contributing factor is that our students were learning new state standards and a new state test. The teachers were also learning the new state standards and working to implement strategies for teaching these standards. Our students lacked the prerequisite skills for these standards and teachers were spending time teaching the missing content as they were teaching the new standard.

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.

Our data component with the greatest gap when compared to the state average on the 22-23 FAST was Level 3 and above in mathematics in grades 3, 4, and 5. In 3rd grade, it was 31% and the state was 59%, in 4th it was 41% and the state was 61%, and in 5th it was 33% and the state was 55%. This creates gaps of 28% in 3rd grade, 20% in 4th grade, and 22% in 5th grade. The contributing factor to this need for improvement is the lack of content knowledge of the new standards and pedagogical and data-driven decision-making by teachers. Teachers need support with effectively implementing district-wide Curriculum Resource Materials (CRM) and effectively using student processing and monitoring strategies. Professional development will be provided on best practices as well as how to appropriately analyze data and make instructional adjustments.

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

The data component that showed the most improvement was Level 3 and above achievement in ELA for grades 3, 4, and 5. In 2022 on the FSA ELA, our students scored 40% at Level 3 or above and on the 2023 FAST ELA, they scored 41% at Level 3 or above. This is an increase of 1%. The new state standards for ELA did not have as much content change as they did in Mathematics, so teachers were able to use instructional strategies they were familiar with and students did not have a large lack of prerequisite knowledge. Our school also implemented reading intervention programs targeted to the student's individual learning needs and changed their groups periodically throughout the school year based on their data. Teachers also implemented small-group targeted instruction in the classrooms and used data to drive the work in those groups.

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

Our first priority with Early Warning Systems data is attendance. School-wide, we have high numbers of students who miss 10% or more of the school year. Non-attendance is having an impact on student achievement and we will implement a committee to track these students and put in some school-wide motivational programs focused on attendance.

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

Based on the 2022-2023 data, our highest priorities are attendance and the area of mathematics. Students need to be in attendance every day to become proficient in their learning. The focus in math will be on proficiency and learning gains. We will continue to work on the area of reading which will also have a positive impact on science.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

In reviewing our ESSA subgroup data from 2021-2022, our Students with Disabilities had a Federal Percent of Points Index of 29%. This is the first consecutive year of this subgroup scoring below the 41% threshold. This subgroup of students needs more direct instruction and monitoring to ensure they are learning the standards and showing academic growth throughout the school year.

Measurable Outcome:

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

By strengthening and monitoring the effectiveness of small groups and targeted instruction, our Students with Disabilities subgroup will raise their Federal Percent of Points Index from 29% to 41%. This will be a 12% increase from the 21-22 data.

Monitoring:

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

A classroom observation schedule will be developed and implemented during the intervention block, small group time, and core instruction. Walkthrough data will be utilized to provide specific and immediate actionable feedback to teachers with the intent of improving instructional practices. Professional Learning Communities will focus on addressing the needs of these students and what strategies will be implemented during lesson planning each week. Monthly data meetings will be held with individual teachers and their students with disabilities will be reviewed for progress in academic goals. We will be monitoring data from our computer based instructional programs Successmaker (mathematics) and ExactPath (reading) each month throughout the year to track individual student growth.

Person responsible for monitoring outcome:

Alexander Evans (alexander.evans@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.)

Using data to plan for targeted instruction in small groups. During weekly Professional Learning Community planning time, individual student data will be used to plan small group instruction using Raz-Plus and/or SIPPS resources for reading and Successmaker for mathematics. Through this planning process, teams will work to target skills and strategies that will support the mastery of the standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments in both reading and mathematics.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with Disabilities need instruction that is targeted for their specific learning needs. Diagnostic and progress monitoring data will be used to determine what areas need strengthening (phonological awareness, phonics, decoding, comprehension), and a plan developed and monitored to track the success of the instruction in reading. In mathematics, diagnostic and progress monitoring data will be used to determine which strands need further intervention (number sense, fractional reasoning, geometric reasoning).

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.

Teachers will plan collaboratively and develop small group lesson plans to meet individual students learning needs based on formative and summative data.

Person Responsible: Lindsey Oakes (lindsey.oakes@ocps.net)

By When: This will be ongoing through May 17, 2024.

The teacher will meet monthly with the MTSS coach and administrators to review individual student data and identify areas of growth and struggle. Small group plans will be adjusted based on this data.

Person Responsible: Alexander Evans (alexander.evans@ocps.net)

By When: This will be ongoing through May 17, 2024.

Administrators and instructional coaches will conduct weekly classroom walkthroughs to monitor the implementation of the small group plans and give actionable feedback to the teacher.

Person Responsible: Sallie Long (sallie.long@ocps.net)

By When: This will be ongoing through May 17, 2024.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

In reviewing our Early Warning Systems data from 2022-2023, our school needs to focus on improving student attendance rates. We had 123 students in grades kindergarten through 5th who missed 10% or more school days in the year. When students are not receiving consistent instruction because they are not in attendance, it will negatively impact their achievement and learning. Teachers have to plan for knowledge gaps in these students due to their missing so many days of school.

Measurable Outcome:

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

By strengthening our communication with families and monitoring systems, the number of students who are absent for 10% or more days of school will drop from 123 to 98 students. This will be a 20% decrease (25 students) from our 22-23 data.

Monitoring:

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

An Attendance Committee will be established to track and monitor attendance issues for individual students. This committee will meet weekly with the registrar, attendance clerk, social worker, guidance counselor, Parent Engagement Liaison, and administrators. Data will be collected in a spreadsheet for excused and unexcused absences, tardies, early check-out, and communication with the parent. Home visits will be conducted and individual conferences set up to discuss the issues and develop solutions with the parents.

Person responsible for monitoring outcome:

Kelly Pelletier (kelly.pelletier@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.)

According to the Results First Clearinghouse Database, implementing attendance interventions to provide resources and support to address individual factors that contribute to absences, is research-based and has its highest rating. We will establish a committee to track and monitor attendance and tardies. The committee will develop a tracking system for data collection, interventions implemented, and resources offered. A school-wide motivation system will be implemented to encourage students to be at school on time and every day. Our school counselor and parent engagement liaison will work with the students and the families to address any barriers to attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At the elementary level, parents control when a student arrives at school and whether they attend for the day or not. By communicating with the parents early and often about the importance of children being in school daily and how it impacts their academic performance, we will improve attendance rates. Home visits will strengthen the problem-solving process and help us work together with parents to plan for better attendance of their children.

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.

Establish the Attendance committee and schedule weekly meetings to include the Parent Engagement Liaison, social worker, guidance counselor, registrar, attendance clerk and administrators.

Person Responsible: Kelly Pelletier (kelly.pelletier@ocps.net)

By When: September 29, 2023.

Develop a tracking spreadsheet to include excused and unexcused absences, tardies, early check-out, and communication with the parents. This sheet will be updated each week at the meeting.

Person Responsible: Sallie Long (sallie.long@ocps.net)

By When: September 29, 2023

Implement attendance contracts and a school-wide motivational program to encourage students to be at school every day and on time.

Person Responsible: Batese Mitchell (batese.mitchell@ocps.net)

By When: September 29, 2023

#3. 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.

The 2023 Florida Assessment of Student Thinking (FAST) data reflects that less than half of our students are proficient in ELA (41%), math (35%), and science (41%). Based on classroom walkthrough data, some of the common trends observed were instruction not aligned to the standard(s), not teaching to the full extent of the standard, not providing students the opportunity to process information, and ineffectively monitoring student responses.

Measurable Outcome:

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

Our goals for the 2023-2024 school year are to increase proficiency in ELA from 41% to 50%, math from 35% to 45%, and science from 41% to 50%.

Monitoring:

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

The desired outcome will be monitored through informal walkthroughs with actionable feedback provided to teachers as well as formative and summative assessment results (ExactPath, Successmaker, diagnostic screenings, common unit assessments, FAST, and other district assessments).

Person responsible for monitoring outcome:

Kelly Pelletier (kelly.pelletier@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.)

Common planning each week will use backward design and start with ensuring an understanding of the standards for the unit of instruction. Then focus on strategies for instructional delivery, how students will process the content, monitoring for understanding, and planning for intervention or remediation. Student data will be reviewed for evidence of learning and used to implement interventions. The data collected will be from our computer-based instructional programs Successmaker (mathematics) and ExactPath (reading) as well as the Florida Assessment of Student Thinking (FAST).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By planning collaboratively in Professional Learning Communities, teachers will fully understand the standard and the expectations for learning. They will be able to develop consistency across the grade level and share effective instructional strategies. Data will be used to plan targeted instruction to meet the learning needs of the students. The data collected will be from our computer based instructional programs Successmaker (mathematics) and ExactPath (reading) as well as the Florida Assessment of Student Thinking (FAST).

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.

Implement Professional Learning Communities to collaboratively plan lessons aligned to benchmarks, while providing effective and targeted instruction based on demonstrated student needs as indicated by the data.

Person Responsible: Haley Wood (haley.wood@ocps.net)

By When: August 31, 2023.

Professional development in using the data and resources for our computer-based instructional programs ExactPath, Successmaker, and Study Island. Focus on how to use the data generated to plan student-specific interventions and track growth over time.

Person Responsible: Lindsey Oakes (lindsey.oakes@ocps.net)

By When: October 27, 2023.

Monitor classroom instruction to ensure transfer from collaborative planning to instruction in the classroom through classroom walkthroughs.

Person Responsible: Sallie Long (sallie.long@ocps.net)

By When: May 24, 2023.

Provide strategic coaching support focused on the delivery of instruction, data analysis, and implementing intervention groups that will include modeling, side-by-side teaching, and actionable feedback.

Person Responsible: Lindsey Oakes (lindsey.oakes@ocps.net)

By When: December 22, 2023.

CSI, TSI and ATSI Resource Review

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

The School Advisory Council, PTA, faculty, and staff will contribute feedback and suggestions to resource allocation. Meetings were held with each school grade level and department as well as the SAC and PTA to discuss daily schedules, use of personnel, budget expenditures, and programs we want to implement. Expenditures will focus on our target areas of standards-aligned instruction in reading and mathematics, strengthening the learning of our Students with Disabilities (SWD) subgroup, and improving our student's attendance rates. Our planned action steps for this School Improvement Plan will involve spending for substitutes, allocation of time for planning and collaboration of the PLCs, paper for running copies, and the purchase of instructional materials for lessons. These items will be funded through our Title I allocations and also our general school budget.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the STAR PM3 ELA statewide assessment, the percentage of students performing below grade level was 31% in kindergarten, 62% in first grade, and 47% in second grade. First grade has more than 50% of the students who are not on track to score a level 3. Riverside will focus on foundational skills to support reading for understanding in 1st grade by developing awareness of the segments of speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words. These skills are recommendations 2 and 3 of Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements.

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

According to the ELA Florida Assessment of Student Thinking (FAST) PM3, the percentage of students performing below grade level was 62% in third, 55% in fourth, and 50% in fifth.

Riverside will focus on foundational Skills to support reading for understanding in 3rd Grade. The specific focus in 3rd grade will be to develop an 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. These skills are recommendations 2 and 3 of Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements.

In fourth and fifth grade, the focus will be on building students' decoding skills so they can read complex multisyllabic words; providing purposeful fluency-building activities to help students read effortlessly, and routinely using a set of comprehension-building practices to help students make sense of the text. Comprehension practices will include building students' world and word knowledge, providing them with opportunities to ask and answer questions about the text, teaching them a routine for determining the gist of a text, and teaching them to monitor their comprehension as they read. These skills are recommendations 1, 2, and 3 of Providing Reading Interventions for Students in Grades 4-9. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements.

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

First-grade students in 2023, scored 38% on grade level, so 62% scored below grade level. Our goal is to achieve 51% (13% increase) of the students at or above grade level on the statewide ELA STAR PM3 assessment in 2024.

Grades 3-5 Measurable Outcomes

Grade 3 students will achieve 51% (13% increase) of the students at or above grade level on the 2024 FAST PM3 ELA statewide assessment.

Grade 4 students will achieve 51% (6% increase) of the students at or above grade level on the 2024 FAST PM3 ELA statewide assessment.

Grade 5 students will achieve 55% (5% increase) of the students at or above grade level on the 2024 FAST PM3 ELA statewide assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will conduct weekly walkthroughs during reading instruction and provide actionable feedback with follow-up. Monthly data meetings by area including the MTSS Problem-Solving Team 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.

Intervention plans will be developed and implemented based on individual student data and monitored by the MTSS team.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Long, Sallie, sallie.long@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?

Riverside will focus on foundational skills to support reading for understanding in 1st grade by developing awareness of the segments of speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words. These skills are recommendations 2 and 3 of Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements. The evidence-based programs and practices that will be used with 1st-grade students include foundational skills instructional lessons based on the BEST ELA Standards developed by the district, Heggerty lessons, SIPPS lessons, Being a Reader small group curriculum, Exact Path computer-based instructional program, and use of the district Multisensory kits.

Riverside will focus on foundational Skills to support reading for understanding in 3rd Grade. The specific focus in 3rd grade will be to develop an 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. These skills are recommendations 2 and 3 of Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements. The evidence-based programs and practices that will be used with 3rd-grade students include foundational skills instructional lessons based on the BEST ELA Standards developed by the district, Heggerty lessons, SIPPS lessons, Being a Reader small group curriculum, Exact Path computer-based instructional program, and use of the district Multisensory kits.

In fourth and fifth grade, the focus will be on building students’ decoding skills so they can read complex multisyllabic words; providing purposeful fluency-building activities to help students read effortlessly, and routinely using a set of comprehension-building practices to help students make sense of the text. Comprehension practices will include building students' world and word knowledge, providing them with opportunities to ask and answer questions about the text, teaching them a routine for determining the gist of a text, and teaching them to monitor their comprehension as they read. These skills are recommendations 1, 2, and 3 of Providing Reading Interventions for Students in Grades 4-9. They are from the IES Practice Guide Recommendations which meet ESSA's strong level of evidence requirements. The evidence-based programs and practices that will be used with 4th and 5th-grade students include reading comprehension instructional lessons based on the BEST ELA Standards developed by the district, SIPPS lessons, and Exact Path computer-based instructional program.

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 programs/practices described above use the IES Practice Guide Recommendations which meet ESSA's strong level of evidence. The use of daily instructional lesson plans with foundational skills and reading comprehension practice from the state-adopted ELA curriculum will meet the 1st and 3rd-grade recommendation 3, teach students to decode words, analyze word parts, and write and recognize words. It will also meet the 4th and 5th-grade recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text.

In 1st and 3rd grades, the use of Heggerty phonics and phonemic awareness curriculum will meet recommendation 2, and develop an awareness of the segments of sounds in speech and how they link to letters.

In 1st, 3rd, 4th, and 5th grades, the use of the SIPPS intervention program will meet recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, and also recommendation 1, build students' decoding skills so they can read complex multisyllabic words.

In 1st and 3rd grades, the use of Being a Reader Small Group Curriculum will meet recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters; recommendation 3, teach students to decode words, analyze word parts, and write and recognize words; recommendation 1, build students' decoding skills so they can read complex multisyllabic words; recommendation 2, provide purposeful fluency building activities to help students read effortlessly; and recommendation 3, routinely use a set of comprehension building practices to help students make sense of the text.

In 1st and 3rd grades, the use of the district Multisensory Kits will meet recommendation 2, develop an awareness of the segments of sounds in speech and how they link to letters and recommendation 3, teach students to decode words, analyze word parts, and write and recognize words.

In 1st, 3rd, 4th, and 5th grades, the use of Exact Path as an individualized computer-based instructional program in reading will meet recommendation 2, develop an awareness of the segments of sounds in speech and how they link to letters; recommendation 3, teach students to decode words, analyze word parts, and write and recognize words; recommendation 1, build students' decoding skills so they can read complex multisyllabic words; recommendation 2, provide purposefully fluency-building activities to help students read effortlessly; and recommendation 3, routinely use 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
Riverside will focus on professional learning by developing professional learning plans based on the needs of the school. These plans include specific support for teachers based on progress monitoring data. District professional development opportunities that will be included in these plans include, the Instructional Literacy Institute, literacy coach meetings, Being a Reader, SIPPS, Making Sense of Multisensory Instruction and the K-5 ELA Impact Series for teachers.	Oakes, Lindsey, lindsey.oakes@ocps.net
Riverside will focus on assessment of students by the use and analysis of data collected from the following tools: FAST, Heggerty assessments, district created Standards-Based Unit Assessments (SBUAs), district created Foundational Unit Assessments (Grades K-2), DIBELS (K-1), Being a Reader formative data (K-3), and SIPPS formative data (K-5). We will also be using data to determine interventions and support needs of students who are performing below grade level.	Wood, Haley, haley.wood@ocps.net
Riverside will focus on Literacy Leadership by holding monthly literacy leadership team meetings, where data is analyzed and action steps implemented and monitored. This team will work closely with our MTSS problem solving team.	Pelletier, Kelly, kelly.pelletier@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The SIP is shared with the School Advisory Council in the fall of the school year. It is made publicly available on the school's website (<https://riversidees.ocps.net/>) on the School Information page. Staff have access to the plan through the school's internal shared drive. Progress on the SIP is shared monthly in staff meetings and with the School Advisory Council throughout the school year.

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))

Riverside Elementary School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council and the PTA to reflect on school programs and processes and determine if adjustments are needed. The school completes a Parental Involvement Plan (PFEP), which is available at the school website (<https://riversidees.ocps.net/>) on the School Information page. The development of a positive culture and environment is further enhanced through school-based and districtwide opportunities, such as the Parent Academy, which focuses on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement in school staff. Riverside Elementary builds positive relationships with parents and families with weekly communication via weekly Orange Connect calls and newsletters, Talking Points messages from the teachers, and monthly family events. Monthly parent educational nights are utilized to provide families with resources on ways to support their child(ren) in literacy, math, science, and standardized testing.

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)

One area of focus this school year is to build a positive culture and environment specifically relating to the Early Warning System. Based on the 2022-2023 data, our highest priorities are attendance and the area of mathematics. Students need to be in attendance every day to become proficient in their learning. The focus in math will be on proficiency and learning gains. The school has an attendance committee which meets weekly. Attendance contracts will be used when students have five absences. The School Social Worker and the Parent Engagement Liaison will be making home visits for students who have frequent absences. The other areas of focus this year will be targeted instruction for our Students with Disabilities and ensuring teachers have the knowledge and skills to help every student achieve grade-level proficiency. Riverside Elementary also plans to implement afterschool tutoring for 1.5 hours twice a week with a focus on ELA and math for students in second through fifth grade.

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))

Riverside Elementary School collaborates with the Title I department to coordinate the VPK program to assist students with transitioning to regular Kindergarten and other programs. The Migrant Liaison provides service and support to students and parents. Services are provided through the district for educational materials and the ELL district support services to improve the education of immigrant and English Language Learners. Services are coordinated for students identified under the McKinney Vento Program to support our homeless students. We also work collaboratively with a school-based Head Start program which will assist younger students with learning about school and the expectations of being a student.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The Guidance Counselor meets with individual or small groups of students to teach social skills and provide counseling. Riverside Elementary also has access to mental health counseling through providers who have been approved through OCPS. The referral process starts when a teacher or parent contacts the Guidance 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))

The Parent Engagement Liaison offers parents the opportunity to attend Parent Academy workshops delivered by the district that are focused on postsecondary opportunities for students. These workshops will discuss magnet school options and how our schools work in collaboration with the technical colleges when in high school. The school also engages in Teach-In which provides an opportunity for all students in the school to learn about various career paths.

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).

There will be a focus on the MTSS process where data for students receiving Tier II and Tier III behavioral interventions will be consistently collected and analyzed to provide targeted instruction to students. This will include collaboration with the MTSS Coordinator, the Behavior Specialist, and the classroom teacher.

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 recruit staff through eRecruiting, interns, volunteers, and previous teachers. There is also a mentoring program implemented and monitored by the instructional coach and school administrators. The Leadership Team also enacts professional development based on needs assessment. PLCs involve the Principal, Assistant Principal, Reading/Math Coaches, and team leaders. Tiered coaching support will be provided to teachers based on content knowledge, pedagogy, and classroom management to increase academic achievement. Classroom walkthrough feedback will be provided to teachers with actionable feedback and follow-up. Bi-weekly data meetings will be conducted to monitor student data and discuss the next steps.

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

The Voluntary Prekindergarten program at Riverside Elementary helps children develop a love of learning. A strong emphasis is placed on early reading, writing, math, and social skills. Children develop oral language skills which will help them experience more success throughout life. This structured learning helps foster abilities that help students be successful as they transition into kindergarten. Riverside Elementary also engages preschool children and their families in Kindergarten Registration Night, Kindergarten Parent Information session, and Meet-the-Teacher prior to the start of school. This year, two Head Start classrooms have been added to get three and four-year-old children into school learning routines early.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

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

Yes