2013-2014 SCHOOL IMPROVEMENT PLAN

Riverdale Elementary
11301 LOKANOTOSA TRL
Orlando, FL 32817
407-737-1400

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	73%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Riverdale Elementary

Principal
Sean Maguire

School Advisory Council chair
Anjenette Essen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sean Maguire	Principal
Tami Turner	Assistant Principal
Nicole Sanabria	Staffing Specialist
Mary King	Guidance Counselor/CCT
Margaret Ragley	Reading Coach
Marilyn Burger	Curriculum Resource Teacher

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sean Maguire- Principal
Anjanette Essen- Chair
Nicole Sanabria-Secretary
Marisol Rodriguez- Member
Donna Cosio- Member
Lashonda Roge-Member
Rebecca Martinez- Member
Julie Palasi- Member
Jason Foye- Member

Involvement of the SAC in the development of the SIP

The SAC meets regularly to discuss the school's progress towards the goals addressed in the current School Improvement Plan and makes adjustments throughout the year that are then compiled and used to create the following school year's improvement plan. Goals, barriers and strategies that Riverdale will address in this plan were discussed and agreed upon by the SAC.

Activities of the SAC for the upcoming school year

The SAC will monitor progress toward the goals set in the School Improvement Plan and explore professional development opportunities for staff members. They will conduct a parent needs survey in the spring as well as an additional needs assessment for the purpose of setting future school improvement goals.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds will be used for professional development stipends for summer conferences. The amount towards the stipends is approximately $2,000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sean Maguire		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	MS Degree in Educational Leadership BA Degree in Elementary Education Certifications in Elementary 1-6 Social Siences 5-9 School Principal K-12 Educational Leadership
Performance Record	2012-2013: Grade B. High Standards in Reading 55%, Math 59%. Learning Gains in Reading 62%, Math 56%. Lowest 25% making Learning Gains in Reading 63%, Math 58%. 2011-2012: Grade A. High Standards in Reading 60%, Math 60%. Learning Gains in Reading 71%, Math 73%. Lowest 25% making Learning Gains in Reading 74%, Math 52%. 2010-2011:Grade A. 97% AYP (sub group not making AYP is ELL in Reading). High Standards in Reading 84%, Math 87%. Learning Gains in Reading 73%, Math 72%. Lowest 25% making Learning Gains in Reading 70%, Math 77%.

Tami Turner		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	MS Degree in Educational Leadership BA Degree in Elementary Education Certifications in Elementary K-6 ESOL Endorsement
Performance Record	2012-2013: NorthLake Park-Grade A. High Standards in Reading 78%, Math 71%. Learning Gains in Reading 72%, Math 61%. Lowest 25% making Learning Gains in Reading 73%, Math 50%. 2011-2012:NorthLake Park-Grade A. High Standards in Reading 73%, Math 73%. Learning Gains in Reading 72%, Math 76%. Lowest 25% making Learning Gains in Reading 78%, Math 68%. 2010-2011:NorthLake Park- Grade A. 82% AYP. High Standards in Reading 83%, Math 84%. Learning Gains in Reading 66%, Math 60%. Lowest 25% making Learning Gains in Reading 56%, Math 55%.

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marilyn Burger- CRT		
Full-time / School-based	Years as Coach: 0	Years at Current School: 9

Areas	Other
Credentials	Master's Degree in Educational Leadership BS in Elementary Education 1-6 PE K-12 ESOL Endorsement Certifications: Educational Leadership, Elementary 1-6, PE K-12
Performance Record	2012-2013: Grade B. High Standards in Reading 55%, Math 59%. Learning Gains in Reading 62%, Math 56%. Lowest 25% making Learning Gains in Reading 63%, Math 58%. 2011-2012: Grade A. High Standards in Reading 60%, Math 60%. Learning Gains in Reading 71%, Math 73%. Lowest 25% making Learning Gains in Reading 74%, Math 52%. 2010-2011:Grade A. 97% AYP (sub group not making AYP is ELL in Reading). High Standards in Reading 84%, Math 87%. Learning Gains in Reading 73%, Math 72%. Lowest 25% making Learning Gains in Reading 70%, Math 77%.

Nicole Sanabria- RtI/MTSS		
Full-time / School-based	Years as Coach: 10	Years at Current School: 3

Areas	Other
Credentials	BA in Psychology Certifications: ELementary K-6, ESE
Performance Record	2012-2013: Grade B. High Standards in Reading 55%, Math 59%. Learning Gains in Reading 62%, Math 56%. Lowest 25% making Learning Gains in Reading 63%, Math 58%. 2011-2012: Grade A. High Standards in Reading 60%, Math 60%. Learning Gains in Reading 71%, Math 73%. Lowest 25% making Learning Gains in Reading 74%, Math 52%. 2010-2011:Grade A. 97% AYP (sub group not making AYP is ELL in Reading). High Standards in Reading 84%, Math 87%. Learning Gains in Reading 73%, Math 72%. Lowest 25% making Learning Gains in Reading 70%, Math 77%.

Margaret Ragley- Reading Coach

Full-time / School-based	Years as Coach: 5	Years at Current School: 16

Areas	Reading/Literacy, RtI/MTSS
Credentials	BA in Elementary Education Certifications: Elementary K-6, ESOL, Reading Endorsement
Performance Record	2012-2013: Grade B. High Standards in Reading 55%, Math 59%. Learning Gains in Reading 62%, Math 56%. Lowest 25% making Learning Gains in Reading 63%, Math 58%. 2011-2012: Grade A. High Standards in Reading 60%, Math 60%. Learning Gains in Reading 71%, Math 73%. Lowest 25% making Learning Gains in Reading 74%, Math 52%. 2010-2011:Grade A. 97% AYP (sub group not making AYP is ELL in Reading). High Standards in Reading 84%, Math 87%. Learning Gains in Reading 73%, Math 72%. Lowest 25% making Learning Gains in Reading 70%, Math 77%.

Meg King- Guidance/CCT

Full-time / School-based	Years as Coach: 12	Years at Current School: 2

Areas	RtI/MTSS, Other
Credentials	MS in Counseling Education BS in Industrial Relations Certifications: Early Childhood Education PK-3, ESE K-12, Guidance K-12, ESOL K-12
Performance Record	2012-2013: Grade B. High Standards in Reading 55%, Math 59%. Learning Gains in Reading 62%, Math 56%. Lowest 25% making Learning Gains in Reading 63%, Math 58%. 2011-2012: Grade A. High Standards in Reading 60%, Math 60%. Learning Gains in Reading 71%, Math 73%. Lowest 25% making Learning Gains in Reading 74%, Math 52%. 2010-2011:Bonneville Elementary-Grade B. High Standards in Reading 68%, Math 65%. Learning Gains in Reading 48%, Math 41%. Lowest 25% making Learning Gains in Reading 18%, Math 15%.

Classroom Teachers

# of classroom teachers

44

 # receiving effective rating or higher

44, 100%

 # Highly Qualified Teachers

100%

 # certified in-field
44, 100%

 # ESOL endorsed
36, 82%

 # reading endorsed
7, 16%

 # with advanced degrees
15, 34%

 # National Board Certified
6, 14%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
7, 16%

 # with 6-14 years of experience
13, 30%

 # with 15 or more years of experience
22, 50%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The OCPS E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed and verbal references are obtained to ensure candidates are highly qualified and of high quality. Hired staff are provided with quality professional development opportunites lead by school instructional coaches covering school procedures, the school wide behavior plan and the continuous improvement model. The current partnership with the University of Central Florida provides the opportunity to aid in the development of future highly qualified educators. Persons responsible:
Principal- Sean Maguire

Assistant Principal- Tami Turner
CRT- Marilyn Burger
Reading Coach- Margaret Ragley

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beginning teachers are paired with veteran teachers on the same grade level who will mentor them throughout the year. They will participate in weekly meetings to discuss lesson planning, classroom management, effective teaching strategies and effective communication skills. There will be monthly checkpoints that are conducted by support staff to ensure the beginning teacher is progressing and is equipped with what they need in order to be successful.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Tier I instruction is delivered to all students and their progress is monitored on a weekly basis. Students participate in whole group instruction as well as small group instruction on their individual levels.Teachers analyze state, district and school assessment data to determine which students are in need of extra support. The students identified as performing below grade level are then placed in Tier II and receive additional support using appropriate interventions according to their academic needs in a small group setting. Students are continuously progress monitored and students who continually struggle are then reviewed by the school MTSS team. The MTSS Team collects additional data and information in order to place the student in Tier III. Tier III data is reviewed weekly by the classroom teacher and then on a monthly schedule by the MTSS Team to ensure that the intervention is appropriate and the student is progressing. Tier III groups are conducted in a smaller group setting than Tier II groups. Students that do not show adequate progress are then evaluated for a possible learning disability. The MTSS process and SIP structures address the effectiveness of core instruction through constant progress monitoring towards school goals by the teachers, MTSS Team and the Leadership Team. Resources are purchased that are appropriate for Tier II and Tier III instruction and school support staff are utilized to provide differentiated instruction for all students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Sean Maguire (Principal): Provides a common vision for the use of databased decision-making, ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.
Tami Turner (Assistant Principal): Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP,conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II and Tier III activities that address SIP goals and targets.

Nicole Sanabria (Staffing Specialist): Works with and through instructional staff, collaborates with staff to ensure student needs are met and SIP goals are addressed, documents intervention and provides follow-up to ensure student success.

Margaret Ragley (Reading Coach): Provides guidance with K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP.

Meg King (Guidance/CCT): Provides support for healthy emotional and social development strategies and programs. Supports ELL students with assessments and strategies for ELL assistance and compliance. Assists with implementation of the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP.

Marilyn Burger (Curriculum Resource Teacher): Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP, provides professional development to teachers and staff regarding data management and display, facilitates all district and state assessments.

Dalymar Del Llano (SpeechLanguage Pathologist): Educates the team in the role language plays in the curriculum, assessments, and instruction, as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student needs with respect to language skills.

Maria Rosales (Exceptional Student Education K-3 VE Resource Teacher): Participates in student data collection, integrates core instructional activities/materials into Tier II and Tier III instruction that address goals and targets identified in the SIP, and collaborates with general education teachers through activities such as co-teaching.

Danielle Mehrman (Exceptional Student Education 3-5 VE Resource Teacher): Participates in student data collection, integrates core instructional activities/materials into Tier II and Tier III instruction that address goals and targets identified in the SIP, and collaborates with general education teachers through activities such as co-teaching.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team meets throughout the year to ensure that the problem solving system that was designed is being maintained in order to bring out the best in the school, teachers, and students. During these meetings district screening data will be reviewed and instructional decisions will be made accordingly. Progress monitoring data will also be reviewed on a grade level and classroom level to identify students who are meeting/exceeding targets, and those who are at moderate or high risk for not meeting targets. Based on the data from various sources, the team will identify professional development and resources to be used for interventions.The team will collaborate to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: FAIR Assesment managed through Progress Monitoring and Reporting Network (PMRN), Benchmark Assessments managed through Performance Matters, Journeys assessments managed through Think Central and Go Math assessments managed through Think Central.
Midyear: FAIR Assesment managed through Progress Monitoring and Reporting Network (PMRN), Benchmark Assessments managed through Performance Matters.

End of Year: FAIR Assesment managed through Progress Monitoring and Reporting Network (PMRN), Benchmark Assessments managed through Performance Matters, FCAT through Florida Department of Education.

Progress Monitoring: FAIR Assesment managed through Progress Monitoring and Reporting Network (PMRN), Edusoft Curiculum Based Measurement (CBM), FCRR Activities, iStation, Easy CBM, FCAT Simulation, Performance Matters Mini Benchmark Assessments, Write Score (Writing and Science), Journeys Intervention Assessments, grade level, classroom and small group formative assessments, frequency of discipline referrals, suspensions and attendance rates monitored through SMS and EDW.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

As a Professional Learning Community, the staff participates in whole group and small group staff development. Whole group PLC's give the faculty the opportunity to learn and particpate in activites which focus on implementing an MTSS process that is culturally embedded in the school. Small group collaborative teams within the school allow for smaller grade level groups to discuss, share and practice MTSS strategies. Professional development sessions will take place during the year to keep the staff up to date with MTSS processes.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 44,400

During the Before and After School Program students are involved in activities that promote citizenship skills and healthy living through structured physical activities. Students are also engaged in enrichment activities designed to reinforce academic skills that are taught during the school day through mini science, reading, math, writing and social studies lessons.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by the Before and After School Program Coordinators through informal observations as mini lessons are taught and students participate in hands-on activites. This data is reviewed in regular Program Coordinator meetings to determine overall effectiveness of the planned lessons and activities. Adjustments to curriculum and activites are made using this information in order to ensure the needs of all students are met academically and socially.

Who is responsible for monitoring implementation of this strategy?

Sean Maguire (Principal) and Tami Turner (Assistant Principal) monitor the effectiveness of the entire program while Maryanne Burgess (Program Lead Coordinator) and selected Program Instructors share the responsibility in overseeing and monitoring the effectiveness of planned activities and lessons.

Strategy: Summer Program

Minutes added to school year: 5,940

Students in grades K-3 who are identified as performing in the lowest 25% are offered summer school to extend their learning. Summer school is offered four days and week for a total of 18 days. Students will work on strengthening reading skills using After the Bell, Phonetic Connections, Build Up Phonics, Elements of Reading, Reading A-Z, Raz-Kids and myON Reader.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by the classroom teacher and analyzed on a regular basis to determine which skills students have mastered and where students are struggling. This information is used to drive teacher instruction to meet the needs of all students.

Who is responsible for monitoring implementation of this strategy?

The summer school teacher is responsible for monitoring and implementation. Final assessment results are reviewed and analyzed by the Leadership Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sean Maguire	Principal
Tami Turner	Assistant Principal
Marilyn Burger	Curriculum Resource Teacher
Mararet Ragley	Reading Coach
Nicole Sanabria	Staffing Specialist
Mary King	Guidance/CCT
Virginia Greifenstein	Media Specialist

How the school-based LLT functions

The LLT will focus on how we will achieve our anual measurable objectives (AMO's) identified in the School Improvement Plan in the area of literacy. The LLT wil meet regularly throughout the year to discuss, share and plan based on student data and observation. The LLT will also:
-Support teachers in the implementation of schoolwide literacy/instructional strategies
-Analyze data for instructional decision-making
-Assist teachers in differentiating learning
-Observe, provide feedback, model literacy lessons and support teachers
-Suggest appropriate resources to embed literacy within content areas
-Facilitate professional learning opportunities to improve literacy achievement
-Ensure implementation of Common Core State Standards

Major initiatives of the LLT

-Continued training on the transition to CCSS for intermediate grade levels

-Provide professional development on Journeys reading and intervention program

-Continue to expand school-wide instruction of writing ELA standards

-Increase student engagement in reading through the Accelarated Reading Program

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will participate in MTSS and grade level data meetings that address the School Improvement Plan AMO's in reading. Teachers will analyze and discuss data utilizing data boards that provide information on subgroups, previous performance and current performance for every student on the specified grade level. In addition to analyzing the data, teachers will collaborate on effective strategies to incorporate reading standards into other subject areas during grade level PLC's. All literature used in whole group and small group instruction will be analyzed to determine that they are within the appropriate Lexile levels for the grade level.
Implemented strategies will be monitored by administration through Lesson Plan checks, formal and informal observations, classroom walk-throughs and Tier I, II and III intervention documentation.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Children ready to enter Kindergarten are invited to attend yearly summer registration and our Open House Program. Parents are encouraged to enroll students early to begin the transition process.

Pre-School teachers work with students throughout the year to develop social, reading, math and independence skills. All Kindergarten students at Riverdale Elementary are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independant practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	54%	No	70%
American Indian				
Asian	82%	78%	No	84%
Black/African American	65%	50%	No	69%
Hispanic	61%	48%	No	65%
White	71%	59%	No	74%
English language learners	53%	35%	No	58%
Students with disabilities	28%	14%	No	36%
Economically disadvantaged	62%	47%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	22%	35%
Students scoring at or above Achievement Level 4	94	31%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	27	63%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	78	55%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	25%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	28%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	59%	No	74%
American Indian				
Asian	93%	91%	No	93%
Black/African American	72%	56%	No	75%
Hispanic	63%	51%	No	67%
White	75%	64%	No	78%
English language learners	69%	51%	No	72%
Students with disabilities	39%	28%	No	45%
Economically disadvantaged	67%	54%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	28%	32%
Students scoring at or above Achievement Level 4	92	30%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	95	56%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	58%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	31%	36%
Students scoring at or above Achievement Level 4	27	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	374	56%	58%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	57	49%	46%
Students who receive two or more behavior referrals	36	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Riverdale Elementary has good attendance for Meet the Teacher, Open House, and report card conferences. Riverdale Elementary would like to increase parent attendance for academically focused school events and parent membership in committees that help set goals and plans for the school's academic growth in order to build capacity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Riverdale will increase parental involvement in FCAT Night, Science Night and Literacy Night.	88	13%	20%
Riverdale would like to increase membership in PTA.	139	19%	25%
With the increasing ELL population, Riverdale would like to increase the attendance for PLC meetings.	4	2%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.

G2. Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.

G3. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in science based on FCAT 2.0 scores.

G4. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.

Goals Detail

G1. Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Journey's Reading Core Program
- Journey's Reading Intervention Program
- iStation Computer Based Intervention/Enrichment Program
- Voyagers Comprehensive Reading Intervention Program
- Go Math Program
- Go Math Intervention Program

Targeted Barriers to Achieving the Goal

- Teachers needing training on navigation of online resources for new Math and Reading programs
- Students entering below grade level

Plan to Monitor Progress Toward the Goal

Data from state, district and class assessments will be used to monitor progression towards meeting the goal of 70 percent or more students proficient in reading and math.

Person or Persons Responsible
Principal, Assistant Principal and all teachers will monitor progress towards the goal.

Target Dates or Schedule:
Progression towards the goal will be monitored at the beginning of the year for baseline data and continuously throughout the year.

Evidence of Completion:
FCAT 2.0 scores will be used as evidence of progress towards the goal.

G2. Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Journey's Reading Core Program

- Journey's Reading Intervention Program

- iStation Computer Based Intervention/Enrichment Program

- Voyagers Comprehensive Reading Intervention Program

- Go Math Program

- Go Math Intervention Program

- Easy CBM

- Fast Math

Targeted Barriers to Achieving the Goal
- Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

- Teachers require additional professional development on curriculum changes.

- Students who are performing below grade level are in need of additional instructional time.

Plan to Monitor Progress Toward the Goal

Data from state, district and class assessments will be used to monitor progression towards meeting the goal of 65 percent or more students making learning gains in reading and math.

Person or Persons Responsible
The Leadership Team and all teachers will monitor progress towards the goal.

Target Dates or Schedule:
Progression towards the goal will be monitored at the beginning of the year for baseline data and continuously throughout the year.

Evidence of Completion:
FCAT 2.0 scores will be used as evidence of progress towards the goal.

G3. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in science based on FCAT 2.0 scores.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science Fusion Program

Targeted Barriers to Achieving the Goal
- Limited student exposure to highly technical problem-solving and scientific processes.

Plan to Monitor Progress Toward the Goal

Data from state, district and class assessments will be used to monitor progression towards meeting the goal of 65 percent or more students proficient in science.

Person or Persons Responsible
The Leadership Team and all teachers will monitor progress towards the goal.

Target Dates or Schedule:
Progression towards the goal will be monitored at the beginning of the year for baseline data and continuously throughout the year.

Evidence of Completion:
FCAT 2.0 scores will be used as evidence of progress towards the goal.

G4. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write from the Beginning and Beyond Program

Targeted Barriers to Achieving the Goal

- Limited exposure to technical writing processes in the lower grades.

Plan to Monitor Progress Toward the Goal

Data from state, district and class assessments will be used to monitor progression towards meeting the goal of 65 percent or more students proficient in writing.

Person or Persons Responsible

The Leadership Team and all teachers will monitor progress towards the goal.

Target Dates or Schedule:

Progression towards the goal will be monitored at the beginning of the year for baseline data and continuously throughout the year.

Evidence of Completion:

FCAT 2.0 scores will be used as evidence of progress towards the goal.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.

G1.B2 Teachers needing training on navigation of online resources for new Math and Reading programs

G1.B2.S1 Teachers will receive training on new Journey's Reading Program and Go Math Program through district offered Professional Development opportunities and webinars. Refresher trainings will be conducted by the Reading Coach and various teachers.

Action Step 1

Professional Development will be conducted to train teachers on how to navigate Think Central in order to fully utilize all components of the reading and math programs.

Person or Persons Responsible

All teachers will be responsible for participating in training offered for both reading and math programs.

Target Dates or Schedule

During the summer, webinars in September, and school based training throughout the year.

Evidence of Completion

Agendas, notes and point sheets will be used as evidence of teachers completing Journeys and Go Math trainings.

Facilitator:

District Trainers, Reading Coach, various teachers

Participants:

All teachers will be responsible for participating in training offered for both reading and math programs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

The Leadership Team will attend grade elvel PLC's to discuss Journeys and Go Math trainings and best practices learned from the various trainings.

Person or Persons Responsible

Prinicpal and Assistant Principal

Target Dates or Schedule

In October the Leadership Team will ensure that all teachers have completed a training on how to navigate online resources for Journeys and Go Math.

Evidence of Completion

Leadership Team notes and grade level PLC agendas will be used as evidence of implementation.

Plan to Monitor Effectiveness of G1.B2.S1

During grade elvel PLC's teachers will discuss how effective the trainings were for Journeys and Go math and how beneficial they were in teaching students as well as any additional trainings needed.

Person or Persons Responsible

Leadership Team and all teachers will monitor the effectiveness of the Journeys and Go Math trainings.

Target Dates or Schedule

Monitoring the effectivess of the trainings will occur throughout the year.

Evidence of Completion

Grade level PLC notes and agendas will be used to determine effectiveness of training.

G1.B3 Students entering below grade level

G1.B3.S1 An after school tutoring program will be offered to students who are below grade level to provide additional support and reinforce what is being taught in class.

Action Step 1

The Leadership Team will be responsible for identifying students who are below grade level and qualify for after school tutoring. Letters will be sent home to parents requesting permission for their child to participate and students will then participate in tutoring three days a week for six months.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Identification of students in need of additional support will be completed in September. Parent notifications will be sent home with students in September and the after school program will begin in October.

Evidence of Completion

List of students who qualify for the after school tutoring program, parent permission slips and weekly assesment data will be used as evidence of implementation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Weekly assessment data from each unit will be used to monitor fidelity of implementation.

Person or Persons Responsible

Leadership Team and tutoring teachers will monitor fidelity of the after school tutoring program.

Target Dates or Schedule

Fidelity of implementation will be monitored on a bi-weekly basis.

Evidence of Completion

Graphs of progress and anecdotal notes will be used as evidence for fidelity of implementation.

Plan to Monitor Effectiveness of G1.B3.S1

Weekly unit assessment data will be used to monitor the effectiveness of the after school program.

Person or Persons Responsible

Leadership Team and after school tutoring teachers will monitor the effectiveness of of the after school tutoring program.

Target Dates or Schedule

The after school tutoring program will be monitored for effectiveness on a bi-weekly basis from October through March.

Evidence of Completion

Unit assessments will be used as evidence of effectiveness of the after school tutoring program. Benchmark and classroom assessments will also be used to monitor the effectiveness of the after school tutoring program.

G2. Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.

G2.B1 Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

G2.B1.S1 Provide students who are performing above grade level the opportunity to participate in a gifted/enrichment program in a resource classroom.

Action Step 1

Students identified as performing above grade level will have the opportunity to receive instruction in a resource room focused on enrichment.

Person or Persons Responsible

Enrichment Teacher, Classroom Teacher and Leadership Team

Target Dates or Schedule

Instruction will occur four days a week.

Evidence of Completion

Generated lists of students who are above level and will participate in the enrichment program will be used as evidence of completion along with the enrichment teacher's class schedule.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Gifted/Enrichment Lesson plans will be reviewed by administration and classroom walk-throughs will be conducted on a regular basis.

Person or Persons Responsible

Enrichment Teacher and the Leadership Team will Monitor for fidelity of implementation.

Target Dates or Schedule

Lesson plans will be checked each quarter and walk-throughs will be conducted on a weekly basis.

Evidence of Completion

Completed lesson plans will be used to monitor fidelity of implementation.

Plan to Monitor Effectiveness of G2.B1.S1

District Benchmark, Mini Benchmark, FAIR, iStation, Easy CBM and classroom assessment scores will be used to monitor effectiveness of the program.

Person or Persons Responsible

The Leadership Team, Enrichment Teacher and Classroom Teachers will monitor the effectiveness of the Gifted/Enrichment Program.

Target Dates or Schedule

District Benchmark and FAIR scores will be monitored after each administration and all other assessments will be reviewed and monitored regularly throughout the year.

Evidence of Completion

Baseline data will be compared with the current academic level of performance on state, district and school assessments to determine effectiveness of the program.

G2.B1.S2 Ensure that lessons and activities are rigorous and address the content in meaningful ways.

Action Step 1

Students will receive differentiated instruction that is rigorous and meaningful in order to provide enriched learning opportunities for students who are performing above grade level.

Person or Persons Responsible

The Leadership Team and all teachers will ensure that lessons and activities are rigorous and address the content in meaningful ways.

Target Dates or Schedule

Differentiation will occur on a daily basis in every classroom.

Evidence of Completion

Lesson plans will be used as evidence that lessons and activities are rigorous and address the content in meaningful ways.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans will be reviewed to ensure planned lessons and activities are rigorous and meaningful.

Person or Persons Responsible

The Leadership Team will be responsible for monitoring for fidelity of implementation.

Target Dates or Schedule

Lesson plans will be reviewed each quarter to ensure planned lessons and activities are rigorous and meaningful.

Evidence of Completion

Teacher lesson plans will be used as evidence to show fidelity of implementation.

Plan to Monitor Effectiveness of G2.B1.S2

The Leadership Team and all class teachers will monitor the effectiveness of differentiated lessons using assessment data from state, district and school assessments given throughout the year. This data will be used to analyze the effectiveness of planned differentiated lessons.

Person or Persons Responsible

The Leadership Team and all class teachers will be responsible for monitoring the effectiveness of differentiated lessons and activities.

Target Dates or Schedule

Assessment data will be reviewed after each test administration.

Evidence of Completion

Assessment data will be used as evidence for effectiveness of planned differentiation. Students who are above grade level must show continued growth from their baseline data.

G2.B2 Teachers require additional professional development on curriculum changes.

G2.B2.S1 Teachers will receive training on new Journey's Reading Program and Go Math Program through district offered Professional Development opportunities and webinars. Refresher trainings will be conducted by the Reading Coach and various teachers.

Action Step 1

Professional Development will be conducted to train teachers on how to navigate Think Central in order to fully utilize all components of the reading and math programs.

Person or Persons Responsible

All teachers will be responsible for participating in training offered for both reading and math programs.

Target Dates or Schedule

Teachers will attend training during the summer, participate in webinars in September as well as school based training throughout the year.

Evidence of Completion

Agendas, notes and point sheets will be used as evidence of teachers completing Journeys and Go Math trainings.

Facilitator:

District Trainers, Reading Coach, various teachers

Participants:

All teachers will be responsible for participating in training offered for both reading and math programs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

The Leadership Team will attend grade elvel PLC's to discuss Journeys and Go Math trainings and best practices learned from the various trainings.

Person or Persons Responsible

The Leadership Team will monitor for fidelity of implementation.

Target Dates or Schedule

In October the Leadership Team will ensure that all teachers have completed training's for Journeys and Go Math.

Evidence of Completion

Leadership Team notes and grade level PLC agendas will be used as evidence of implementation.

Plan to Monitor Effectiveness of G2.B2.S1

During grade elvel PLC's teachers will discuss how effective the trainings were for Journeys and Go math and how beneficial they were in teaching students as well as any additional trainings needed.

Person or Persons Responsible

Leadership Team and all teachers will monitor the effectiveness of the Journeys and Go Math trainings.

Target Dates or Schedule

Monitoring the effectivess of the trainings will occur throughout the year.

Evidence of Completion

Grade level PLC notes and agendas will be used to determine effectiveness of training.

G2.B3 Students who are performing below grade level are in need of additional instructional time.

G2.B3.S1 An after school tutoring program will be offered to students who are below grade level in reading to provide additional support and reinforce what is being taught in class.

Action Step 1

The Leadership Team will be responsible for identifying students who are below grade level and qualify for after school tutoring. Notification will be sent home to parents requesting permission for their child to participate in the program and students will then receive tutoring three days a week after school for six months.

Person or Persons Responsible

The Leadership Team and various classroom teachers will take part in implementing this strategy.

Target Dates or Schedule

Identification of students in need of additional support will be completed in September. Parent notifications will be sent home with students in September and the after school program will begin in October.

Evidence of Completion

The list of students who qualify for the after school tutoring program, parent permission slips and weekly assessment data will be used as evidence of implementation.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Weekly assessment data from each unit will be used to monitor fidelity of implementation.

Person or Persons Responsible

The Leadership Team and tutoring teachers will monitor fidelity of the after school tutoring program.

Target Dates or Schedule

Fidelity of implementation will be monitored on a bi-weekly basis.

Evidence of Completion

Graphs of progress and anecdotal notes will be used as evidence for fidelity of implementation.

Plan to Monitor Effectiveness of G2.B3.S1

Weekly unit assessment data will be used to monitor the effectiveness of the after school program.

Person or Persons Responsible

The Leadership Team and after school tutoring teachers will monitor the effectiveness of the after school tutoring program.

Target Dates or Schedule

The after school tutoring program will be monitored for effectiveness on a bi-weekly basis from October through March.

Evidence of Completion

Unit assessments will be used as evidence of effectiveness of the after school tutoring program. Benchmark and classroom assessments will also be used to monitor the effectiveness of the after school tutoring program.

G3. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in science based on FCAT 2.0 scores.

G3.B1 Limited student exposure to highly technical problem-solving and scientific processes.

G3.B1.S2 Ensure teachers are providing rigorous science lessons that incorporate hands-on activities and experiments that require problem solving using scientific processes.

Action Step 1

Check lesson plans to ensure rigorous science lessons that incorporate hands-on activities and experiments requiring problem solving using scientific processes are provided.

Person or Persons Responsible

The Principal and Assistant Principal will review science lesson plans.

Target Dates or Schedule

Lesson plans will be checked each quarter.

Evidence of Completion

Reviewed lesson plans will be used as evidence of completion.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans will be monitored for fidelity of implementation of rigorous science lessons and classroom walk-throughs will be conducted to ensure science lessons include necessary components.

Person or Persons Responsible

The Principal and Assistant Principal will review lesson plans and conduct walk-throughs to ensure science lessons include necessary components such as rigorous hands-on activities and experiments.

Target Dates or Schedule

Lesson plans will be reviewed each quarter and classroom walk-throughs will be conducted weekly throughout the school year.

Evidence of Completion

Lesson plans will be used as evidence of completion.

Plan to Monitor Effectiveness of G3.B1.S2

Effectiveness of planned science lessons and experiments will be monitored using state, district and school assessments such as Benchmark assessments, Mini Benchmark assessments, Science Fusion unit tests and FCAT 2.0.

Person or Persons Responsible

The Leadership Team will monitor assessment data to analyze the effectiveness of planned science lessons.

Target Dates or Schedule

Assessment data will be reviewed after each administration and will be compared to baseline data taken in September.

Evidence of Completion

Analyzed assessment data will be used as evidence of completion.

G4. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.

G4.B1 Limited exposure to technical writing processes in the lower grades.

G4.B1.S1 Continue to provide professional development on how to utilize the Write from the Beginning and Beyond Program.

Action Step 1

Teachers will be provided with professional development on how to utilize the Write from the Beginning and Beyond program to teach technical writing processes to students.

Person or Persons Responsible

All teachers as well as the Leadership Team will participate in the professional development provided for writing.

Target Dates or Schedule

Professional Development for Write from the Beginning and Beyond will be conducted within the first semester and school based refresher training sessions will be provided if necessary throughout the school year.

Evidence of Completion

The sign in sheet for the professional development will be used as evidence of completion.

Facilitator:

Write from the Beginning and Beyond trainer and school Literacy team members will facilitate the professional development.

Participants:

All teachers and the Leadership Team will participate in the training.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Fidelity of implementation will be monitored through PLC discussions regarding best practices when using the Write from the Beginning and Beyond Program.

Person or Persons Responsible

All teachers and the Leadership Team will actively participate in PLC discussions.

Target Dates or Schedule

PLC discussions will occur on a bi-weekly basis.

Evidence of Completion

PLC agendas and notes will be used as evidence of completion.

Plan to Monitor Effectiveness of G4.B1.S1

Orange Writes scores for fourth grade and school based writing assessments in grades K-5 will be used to analyze the effectiveness of the Write from the Beginning and Beyond professional development.

Person or Persons Responsible

The Leadership Team, Literacy Team and classroom teachers will analyze writing samples to determine effectiveness of the provided professional development,

Target Dates or Schedule

Writing samples will be reviewed after each writing prompt given.

Evidence of Completion

Writing sample scores throughout the year will be compared to baseline scores and will be used as evidence of completion.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Riverdale Elementary will follow the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.
Disaggregation of Data
Timeline Development
Instructional Focus
Continuous and frequent assessment
Intervention strategies
Tutorials
Enrichment
Reteach
Maintenance
Riverdale Elementary will use Federal Title I funds to provide instructional support personnel, MTSS, Lesson Study, and PLC Staff Development opportunities. The school will provide resources to assist with planning and delivery of a comprehensive approach for meeting AYP with an emphasis on ELL and ED students, in the areas of Reading, Math, and Writing.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents as needed.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II
Title II grant funds will be used for professional development opportunities for the staff, specifically selected staff will attend Write from the Beginning and Beyond training onsite.
Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based Staffing Specialist/ CCT provides services as requested by parents, teachers, and the district. We will also utilize Title III monies to provide extended learning opportunities to targeted ELL students.
Title VI, Part B
N/A
Title X- Homeless
Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district. The District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Riverdale Elementary students identified as performing below grade level may be selected to participate in grant funded tutorial services for reading instruction. They will receive tutoring three times per week for six months using the Voyagers Passport Comprehensive Intervention Reading Program.
Violence Prevention Programs
Fifth Grade students will participate in the G.R.E.A.T. program in partnership with Orange County Sheriff's Department.
Nutrition Programs
Food and Nutrition is supported through the district's goal of providing nutritious meals and snacks for students on a daily basis. The district follows Federal law and the U.S. Department of Agriculture policy as it

relates to food distribution and service to all students.
Housing Programs
Riverdale Elementary Homeless Liaison works closely with the district's Title I Homeless Liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district.
Head Start
N/A
Adult Education
Riverdale Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo Tech for additional information.
Career and Technical Education
Riverdale Elementary works in partnership with OCPS Vo Tech programs to support adult educational needs. Interested parents are referred to Winter Park or Avalon Vo Tech for additional information.
Job Training
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.

G1.B2 Teachers needing training on navigation of online resources for new Math and Reading programs

G1.B2.S1 Teachers will receive training on new Journey's Reading Program and Go Math Program through district offered Professional Development opportunities and webinars. Refresher trainings will be conducted by the Reading Coach and various teachers.

PD Opportunity 1

Professional Development will be conducted to train teachers on how to navigate Think Central in order to fully utilize all components of the reading and math programs.

Facilitator

District Trainers, Reading Coach, various teachers

Participants

All teachers will be responsible for participating in training offered for both reading and math programs.

Target Dates or Schedule

During the summer, webinars in September, and school based training throughout the year.

Evidence of Completion

Agendas, notes and point sheets will be used as evidence of teachers completing Journeys and Go Math trainings.

G2. Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.

G2.B2 Teachers require additional professional development on curriculum changes.

G2.B2.S1 Teachers will receive training on new Journey's Reading Program and Go Math Program through district offered Professional Development opportunities and webinars. Refresher trainings will be conducted by the Reading Coach and various teachers.

PD Opportunity 1

Professional Development will be conducted to train teachers on how to navigate Think Central in order to fully utilize all components of the reading and math programs.

Facilitator

District Trainers, Reading Coach, various teachers

Participants

All teachers will be responsible for participating in training offered for both reading and math programs.

Target Dates or Schedule

Teachers will attend training during the summer, participate in webinars in September as well as school based training throughout the year.

Evidence of Completion

Agendas, notes and point sheets will be used as evidence of teachers completing Journeys and Go Math trainings.

G4. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.

G4.B1 Limited exposure to technical writing processes in the lower grades.

G4.B1.S1 Continue to provide professional development on how to utilize the Write from the Beginning and Beyond Program.

PD Opportunity 1

Teachers will be provided with professional development on how to utilize the Write from the Beginning and Beyond program to teach technical writing processes to students.

Facilitator

Write from the Beginning and Beyond trainer and school Literacy team members will facilitate the professional development.

Participants

All teachers and the Leadership Team will participate in the training.

Target Dates or Schedule

Professional Development for Write from the Beginning and Beyond will be conducted within the first semester and school based refresher training sessions will be provided if necessary throughout the school year.

Evidence of Completion

The sign in sheet for the professional development will be used as evidence of completion.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.	$15,000
G2.	Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.	$17,000
G4.	Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.	$4,000
	Total	$36,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title I/ SAI		$15,000	$15,000
SAI		$17,000	$17,000
General Fund		$4,000	$4,000
Total		$36,000	$36,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Riverdale Elementary will have 70 percent or more students show evidence of proficiency in both Reading and Math based on FCAT 2.0 scores.

G1.B3 Students entering below grade level

G1.B3.S1 An after school tutoring program will be offered to students who are below grade level to provide additional support and reinforce what is being taught in class.

Action Step 1

The Leadership Team will be responsible for identifying students who are below grade level and qualify for after school tutoring. Letters will be sent home to parents requesting permission for their child to participate and students will then participate in tutoring three days a week for six months.

Resource Type

Evidence-Based Program

Resource

Instructional and Classified Staff

Funding Source

Title I/ SAI

Amount Needed

$15,000

G2. Riverdale Elementary will have 65 percent or more students making learning gains in Reading and Math based on FCAT 2.0 scores. Students in the bottom 25 percent in Reading and Math will also show learning gains of 65 percent or greater based on FCAT 2.0.

G2.B3 Students who are performing below grade level are in need of additional instructional time.

G2.B3.S1 An after school tutoring program will be offered to students who are below grade level in reading to provide additional support and reinforce what is being taught in class.

Action Step 1

The Leadership Team will be responsible for identifying students who are below grade level and qualify for after school tutoring. Notification will be sent home to parents requesting permission for their child to participate in the program and students will then receive tutoring three days a week after school for six months.

Resource Type

Evidence-Based Program

Resource

Voyager Passport Comprehensive Reading Intervention Program

Funding Source

SAI

Amount Needed

$17,000

G4. Riverdale Elementary will have 65 percent or more students show evidence of proficiency in writing based on FCAT 2.0 scores.

G4.B1 Limited exposure to technical writing processes in the lower grades.

G4.B1.S1 Continue to provide professional development on how to utilize the Write from the Beginning and Beyond Program.

Action Step 1

Teachers will be provided with professional development on how to utilize the Write from the Beginning and Beyond program to teach technical writing processes to students.

Resource Type

Evidence-Based Program

Resource

Professional Development Thinking Maps Trainer

Funding Source

General Fund

Amount Needed

$4,000