

# Riverside Elementary Community School



2014-15 School Improvement Plan

## Riverside Elementary Community School

1190 SW 2ND ST, Miami, FL 33130

<http://riversideelementary.dadeschools.net>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	C

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school staff and administrative team engages into discussions with the stakeholders to become familiar with the students' cultures. The fundamental stakeholder to provide information about students' cultures is the family. Therefore, staff and administrative team ensures to organize meetings such as meet-and-greet, open house, and parent-teacher conferences. The staff and administrative team uses the information acquired and/or observed from these events to create and implement professional development for the staff related to culture sensitivity and communication.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Students are treated in a respectful manner and are taught through lessons and actions how to treat classmates and adults. The staff of Riverside Elementary have establish and maintain an environment where students are constantly monitored to ensure that misbehavior incidents are reduced or eliminated. Teachers and staff constantly ensure that students are supervised at all times including before, during and while taking part in after school activities or tutoring.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

A Discipline Committee composed of various stakeholders that include parents, students, teachers, counselors, and administrators has been established. This committee has discussed and identified the pattern of behaviors exhibited by students. The members of the committee are in the process of creating a plan to implement strategies to lessen or eliminate misconduct and to acknowledge those students who are making progress or those who exhibit outstanding conduct.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The administrative team, teachers, and counselors have identify students who need services such as grief counseling, bullying support, and also those who have other family matters happening in their



lives. The counselors have created a calendar of activities to conduct classroom presentations and group counseling on a weekly basis and as needed.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System data demonstrate that 162 students in kindergarten to grade five were absent 18 or more school days, which indicates their attendance stands at below 90 percent for the school year. Although there were students who demonstrated deficient attendance, there were only two outdoor suspensions during the school year.

The data also demonstrates that there were 162 students in kindergarten to grade five who failed a course in English Language Arts. The itemized quantity include 10 students in kindergarten; 41 students in grade one; 30 students in grade two; 34 students in grade three; 23 students in grade four; and 24 students in grade five. At the same time, 132 students failed a course in mathematics in kindergarten to grade five. The itemized quantity include 16 students in kindergarten; 17 students in grade one; 11 students in grade two; 38 students in grade three; 19 students in grade four; and 31 students in grade five.

The Early Warning System data demonstrates that 193 students in grades three to five scored a level one in the reading standardized assessment. Of the total number of students 45% of students, 86 students were in grade three; 32%, 71 students were in grade four; and 22%, 36 students were in grade five. The data also demonstrates that 168 students in grades three to five scored a level one in the mathematics standardized assessment. Of the total number of students 31% of students, 59 students were in grade three; 30%, 66 students were in grade four; and 26%, 43 students were in grade five. Furthermore, 49 students in grades one to three were retained: 8 students were in grade one; 13 students were in grade two; and 28 students were in grade three. Lastly, there were 174 students who failed two or more courses in any subject. The itemized quantity include 21 students in kindergarten; 42 students in grade one; 28 students in grade two; 38 students in grade three; 14 students in grade four; and 31 students in grade five.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	49	37	33	23	10	10	162
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	10	41	30	34	23	24	162
Level 1 on statewide assessment	0	0	0	86	71	36	193
Level 1 on statewide assessment in mathematics	0	0	0	59	66	43	168
Course failure in Mathematics	16	17	11	38	19	31	132
Students retained in grades 1, 2, and 3	0	8	13	28	0	0	49
	0	0	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	59	78	63	143	104	72	519

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

One of the strategies that will be implemented is Saturday school tutoring. Students who take part in these intensive and enrichment tutoring sessions will be given a pretest at the beginning and a posttest at the end of the tutoring sessions. Monthly benchmarks and interim assessments data will be disaggregated and analyzed to tailor instruction in order to enhance student learning and achievement. The reading coach will be in charge of disaggregating and analyzing the data and presenting it to the administration and tutoring teachers. An attendance log for each of the Saturday school programs will assist the leadership team become familiar with the amount of students who attend these instructional sessions. If students demonstrate an absence from any of the sessions, the assistant principals, will call parents to ensure students attend on a consistent basis.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The administrative team and staff of Riverside Elementary ensures that partnerships are created and sustained with local community. These partnerships include partnering with faith-based organizations that provide after school tutoring through an after school tutoring program. Another agency that provides after-school services to our student population include Abriendo Puertas (Opening Doors) and Jose Marti Park After-School Program.

Riverside Elementary Community School has formed a partnership with the Miami Heat Basketball Association to provide after-school tutoring. The Miami Heat Academy School is offered to students in grades three to five to enhance students' learning in the areas of mathematics, reading, science, and writing. This tutoring program assists low-performing students achieve higher levels on standardized assessments.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Paramore Respress, Erica	Principal
Vecino, Lana	Assistant Principal
Navarro, Anna	Assistant Principal
Morales-Rojas, Mayelin	Instructional Coach
Gebara, Elba	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

- Erica Paramore-Respress, Ed.D. – Principal
- Anna Maria Navarro – Assistant Principal
- Lana Vecino – Assistant Principal
- Mayelin Morales-Rojas – Reading Coach
- Elba Cajina Gebara, Ed.D. - Mathematics Coach

The principal and assistant principals will ensure commitment and allocate the appropriate resources to guarantee the Florida Standards are implemented with fidelity. In addition, the administration has designated Mondays as the common planning day for each grade level. Teachers plan together with the assistance of District Curriculum Support Specialist (CSS) and the instructional coaches. Furthermore, teachers plan, engage in professional development, or professional dialogue every Wednesday after dismissal. The administrators and instructional coaches are active participants during the common planning and Wednesday planning sessions. They engage in discussions with the teachers and assist in planning, clarifying generalizations, and listening to ideas from the instructional staff.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school leadership aligns resources to provide different levels of support to the instructional staff in order to meet the needs of all students and maximize desired student outcomes. The first level of support is the explicit instruction, methodologies, and practices designed for all students in the general curriculum. The second level of support consists of supplemental programs and interventions provided in addition to and in alignment with the Florida Standards and rigorous instruction to support groups of targeted students who need additional assistance academically and/or behaviorally. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective instruction, supplemental instruction programs, and interventions with the goal of increasing an individual student’s rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. Procedures have been created to plan, monitor, and revise instruction and intervention.

**Title I - Part A**

Riverside Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities that include after-school tutoring and Saturday

Academy tutoring. The school also offers a Voluntary Pre-Kindergarten (VPK) program in which parents may enroll their four year old children residing in Florida in Pre-Kindergarten for free. This program, provided by the state, is designed to prepare four year olds for kindergarten and build the foundation for their educational success. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CNESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I – Part C

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I – Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

#### Title III

Riverside Elementary Community School will use provided services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

### Title X – Homeless

Riverside Elementary Community School will use provided services through the district for Homeless Students.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### Supplemental Academic Instruction (SAI)

Riverside Elementary Community School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

### Nutrition Programs

- 1) Riverside Elementary Community School adheres to and implements the nutrition requirements and stated in the District's Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

### Health Connect in Our Schools

The Riverside Elementary Community School Health Connect Clinic also allows students to receive immediate medical attention during school hours.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS promotes Florida KidCare for families of uninsured children.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurinda Flores	Teacher
Elizabeth Martinez	Teacher
Yanielys Martinez	Teacher
Maria Montealegre	Teacher
Emmanuel Firpo	Education Support Employee
Joseph E. Gebara	Business/Community
Lula Roberts	Education Support Employee
Aleny Sosa	Parent
Karen Rivera	Parent
Erica Paramore-Respress, Ed.D.	Principal
Brian Alvarado	Student
	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Advisory Council held a meeting at the beginning of the school year to evaluate last year's school improvement plan. A copy of the plan was provided to each member of the council and student performance data was analysis to know if the goals and targets have been achieved. The chair, along with the administrative team and instructional coaches, detailed the data for each subject areas by grade level. As a group, the council analyzed the common trends in the data as well as analyzed similar barriers. The members of the council discussed the following: 1) What was successful and why? 2) What is or are the barriers that the data demonstrated and why?; and 3) Identify the areas that need improvement and brainstormed ways to meet the learning needs of all students as well increase student achievement.

*Development of this school improvement plan*

The School Advisory Council provides valuable input in the development of the goals of each of the categories of the School Improvement Plan (SIP). The SAC examines data trends, provides suggestions of instructional practices, and monitors student learning and achievement through the implementation of the School Improvement Plan (SIP).

*Preparation of the school's annual budget and plan*

The SAC at Riverside Elementary Community School meets on a monthly basis to discuss the school budget and how funds can be maximized to help improve the overall performance of the school. In addition, EESAC funds are also allocated on a yearly basis and the committee discusses how these funds will be utilized for student incentives and recognition. The EESAC Committee votes and approves the use of these funds.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The use of school improvement funds will include student incentives in the amount of \$2,500. These funds will be utilized to recognize the students' performance on interim assessments, improvement recognition, and incentives for perfect attendance and good citizenship. The SAC will also allocate

\$2,500 for instructional resources that include consumable supplemental instructional materials in reading, mathematics, science, and writing.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lopez, Michelle	Teacher, K-12
Lopez, Ofelia	Teacher, K-12
Moss, Manika	Teacher, K-12
Martinez, Yanielys	Teacher, K-12
Morales-Rojas, Mayelin	Instructional Coach
Navarro, Anna	Assistant Principal
Padron, Marisol	Teacher, K-12
Paramore Respress, Erica	Principal
Pineda, Ana	Teacher, K-12
Rivera, Amary	Teacher, K-12
Rodriguez, Barbara	Teacher, K-12
Romero-Diaz, Ana	Teacher, K-12
Sanchez, Cinthia	Teacher, K-12
Sensat, Yaglin	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The Leadership Literacy Team will encourage and support in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The Leadership Literacy Team will also provide professional development opportunities to enhance teachers' knowledge of the Common Core State Standards. Also, the Leadership Literacy Team will target student participation in Accelerated Reader, Reading Plus, and the i-Ready programs which will enhance phonics, fluency, vocabulary, comprehension, and critical thinking.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The administration has designated Mondays as the common planning day for each grade level. Teachers plan together with the assistance of District Curriculum Support Specialist (CSS) and the instructional coaches. Furthermore, teachers plan, engage in professional development, or professional dialogue every Wednesday after dismissal. The administrators and instructional coaches are active participants during the common planning and Wednesday planning sessions. They engage in discussions with the teachers and assist in planning, clarifying generalizations, and listening to ideas from the instructional staff.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal of the school and members of the leadership team will ensure to recruit and retain highly qualified and effective teachers. Open positions will be posted to the District's Job Recruitment website. A committee will be formed to interview potential educators for vacant positions. The school will ensure that highly qualified and effective teachers are retained by implementing the Florida's Continuous Improvement Model (FCIM). The school will develop and implement a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guides, and progress monitoring data collection/analysis schedule implemented school-wide.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to the field, as well as new teachers to the school, will be paired with highly qualified grade level colleagues to ensure effective guidance and support is given to new staff members. The pairing of teachers has been determined by demonstrated success on the Florida Assessment Instruction in Reading. Teachers will meet every Wednesday after early dismissal to engage in planning the instructional plans, activities, and assessments for the following week. In addition, professional development activities that include lesson studies and protocols from the National School Reform will be implemented to ensure best practices are shared and professional growth occurs.

Kindergarten

Mentor: Ana Romero-Diaz

Mentees Assigned: Lourdes Munguia, Barbara Murias, and Karen Ruiz

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

First Grade

Mentor: Marisol Padron

Mentees Assigned: Melissa Muelle and J. Liang

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Second Grade

Mentor: Michelle Lopez

Mentees Assigned: Sylvia Cagigal, Emilio Ferrandiz, and Tuckler

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Third Grade

Mentor: Moss

Mentees Assigned: Cristina Cuadrado, Jeanette Heguy, and Copeland

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fourth Grade



Mentor: Barbara Rodriguez

Mentees Assigned: Cabillanes

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

Fifth Grade

Mentor: Amary Rivera

Mentee Assigned: Carlos Romero and Ana Pineda

Rationale for Pairing: Pairing has been determined by demonstrated success of grade level subject knowledge.

Planned Mentoring Activities: Ongoing monthly meetings and curriculum support.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Riverside Elementary follows the District-developed Pacing Guides in reading, mathematics, science, and social studies to aid teachers in teaching the core instructional programs. The teachers and instructional coaches utilize the District-purchased materials for reading and mathematics to provide instruction of the Florida standards. Instructional Focus Calendars are aligned to the Florida standards and the Pacing Guides. Supplemental materials are purchased to aid students in attaining knowledge of the Florida Standards.

The leadership team ensures that the members of the instructional staff comprehend how to utilize the instructional programs to impart instruction. The leadership team utilizes the assistance of the instructional coaches to provide support to the instructional staff to ensure programs and materials are aligned to the Florida Standards. Furthermore, walkthroughs by the administrative team are conducted daily to ensure teachers are following the Pacing Guides and instructing the Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data plays an integral part in tailoring instruction to meet the diverse needs of students. When state assessment data is released, the administrative team examines the trends including the gains and decreases in each grade level, subject areas, and reporting category. The data is shared with the curriculum council and with each grade level. The data is discussed with the teachers and the following questions drive the discussion: 1) What were the strengths? 2) What strategies contributed to these gains? 3) What were the areas that need improvement? 4) What contributing factors lead to the decrease? Most importantly, after analyzing the data, the teachers and administrators brainstorm and discuss ways to improve student achievement. The administrators also utilize the data to make decisions related to grade level placement. State assessment data is also utilized to target students to participate in during-school interventions, to participate in after-school tutoring programs such as the Heat Academy and to participate in the Saturday School Academy.

District assessment data is utilized to become familiar with the academic progress of students.

Differentiated instruction during the reading and mathematics period is utilized to improve academic knowledge. Students in the lowest quartile take part in intervention strategies provided by part-time interventionists in reading and mathematics in grades three to five. In addition, the instructional

coaches utilize data to provide intervention to bubble students who are in a few points away from attaining proficient level on state assessments.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 2,160

Students in the lowest quartile will participate in Saturday School. These students will be identified by examining the school reports for reading and mathematics provided by the District. Riverside will provide intensive instruction on the Florida Standards for reading, mathematics, science, and writing for students in grades three to five. Saturday School will also be offered to students who need additional assistance to reach proficiency level on state assessments.

### **Strategy Rationale**

Students will be offered additional instructional assistance outside the instructional day to increase student's knowledge of the Florida Standards.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Paramore Respress, Erica, pr4681@dadeschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students who take part in these intensive tutoring sessions will be given a pretest at the beginning and a posttest at the end of the tutoring sessions. Monthly benchmarks and interim assessments data will be disaggregated and analyzed to tailor instruction in order to enhance student learning and achievement. The reading and mathematics coaches will be in charge of disaggregating and analyzing the data and presenting it to the administration and tutoring teachers.

An attendance log for each of the after school and Saturday school programs will assist the leadership team become familiar with the amount of students who attend these instructional sessions. If students demonstrate an absence from any of the sessions, the assistant principals, will call parents to ensure students attend on a consistent basis.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Riverside Elementary Community School offers a Pre-Kindergarten program funded by Title I. Pre-reading and school readiness skills are assessed using the Florida Kindergarten Readiness Screener (FLKRS). This assessment measures the knowledge of print/letter knowledge and level of phonological awareness. Florida Assessment for Instruction in Reading (FAIR) is used to measure the progress of foundational reading skills before coming into kindergarten. Ongoing progress monitoring is conducted to identify students demonstrating grade level mastery. Certified teachers will

work with students using developmentally appropriate strategies after specific weaknesses have been identified by data for each student. Additionally, FAIR is re-administered mid-year to measure progress and modify appropriate strategies to meet students' learning needs. The FAIR is also administered at the end of the year to provide a summative data of improvement.

The staff, in accordance with the administration, provides parents with activities and registration materials for workshops to train parents to assist their children at home. The Parent Academy works with the school to provide specific skills and knowledge to parents in regards to assessing readiness and offering remediation.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre- Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge with supportive adults.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student's proficiency levels and achievement by improving core instruction across all content areas.
- G2.** We will provide support and intervention for at-risk students to increase achievement.
- G3.** We will prepare students to be college and career ready through STEM initiatives and programs. Our target is to increase the number of STEM activities.
- G4.** Parent Involvement "See Title I Parent Involvement Plan" for this goal.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** We will increase student's proficiency levels and achievement by improving core instruction across all content areas. **1a**

G050235

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	57.0
AMO Reading - ELL	51.0
AMO Reading - SWD	39.0
AMO Reading - ED	57.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	87.0
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	33.0
CELLA Writing Proficiency	32.0
AMO Math - All Students	57.0
AMO Math - African American	40.0
AMO Math - Hispanic	57.0
AMO Math - ELL	53.0
AMO Math - SWD	40.0
AMO Math - ED	57.0
Math Gains	62.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	51.0

**Resources Available to Support the Goal** **2**

- Reading: ELA District Pacing Guides, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks, Reading Plus, Reading Coach, District Curriculum Support Specialist, Accelerated Reader, media center, library schedule, common planning time, weekly computer lab schedule, iReady, strong grade/department chairs, and observational classrooms.
- Mathematics: District Pacing Guides, Math Test Item Specifications, Go Math Series, Think Central: Soar to Success, Mathematics Coach, District Curriculum Support Specialist, common planning time, computer labs, and observational classroom.
- Science: District Pacing Guides, Science Test Item Specifications, Science Liasion, common planning time, computer labs, observational classroom, Sciencesaurus, FCAT Science Coach, Measuring Up! Science, Jefferson Labs, and Discovery Learning.

**Targeted Barriers to Achieving the Goal** **3**

- Inconsistent use of the Gradual Release Of Responsibility Model and of the effective use of explicit instruction in literary classrooms.

**Plan to Monitor Progress Toward G1. 8**

Data from monthly assessments in reading and mathematic will be disaggregated; literacy response journals; and data from District Interim Assessments will be analyzed by the administrative team, curriculum council, and the teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Annually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Interim assessments; Florida Standards Assessments; and FCAT 2.0 for Science

**G2. We will provide support and intervention for at-risk students to increase achievement. 1a**

G050618

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	149.0
One or More Suspensions	1.0
Level 1 - All Grades	174.0

**Resources Available to Support the Goal 2**

- Attendance: Counselors, social worker, and administrative team.
- Outdoor Suspension: Code of Student Conduct, Counselors, Assistant Principal, discipline committee, and administrative team.
- Students scoring a Level 1 in Reading: ELA District Pacing Guides, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks, Reading Plus, Reading Coach, District Curriculum Support Specialist, Accelerated Reader, media center, library schedule, common planning time, weekly computer lab schedule, iReady, strong grade/department chairs, observational classrooms, administration, and literacy leadership team.

**Targeted Barriers to Achieving the Goal 3**

- The number of students scoring a level one in reading is 193 for grades three, four, and five. This accounts for about 33% of the students in these grades.

**Plan to Monitor Progress Toward G2. 8**

Counselors and Attendance Review Committee will meet and analyze attendance bulletins, and procedures will be put in place to reduce the number of truant students. Administrators will meet with the Discipline Committee and teachers to ensure the number of misbehavior incidents have decreased. Data from monthly assessments in reading and mathematic will be disaggregated; literacy response journals; and data from District Interim Assessments will be analyzed by the administrative team, curriculum council, and the teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Annually, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Attendance bulletin; meeting logs; agenda and sign-in sheets; Interim Assessments; Florida Standards Assessment; and FCAT 2.0 for science

**G3.** We will prepare students to be college and career ready through STEM initiatives and programs. Our target is to increase the number of STEM activities. 1a

G050659

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- District Science Fair Handbook; Discovery Learning; Gizmos; and science liaison.

**Targeted Barriers to Achieving the Goal** 3

- The students are not taking part in STEM practices which will aid in increasing the Science scores on the FCAT 2.0 test.

**Plan to Monitor Progress Toward G3.** 8

Data from monthly assessments will be disaggregated; student work will be analyze during walkthroughs; and data from District Interim Assessments will be analyzed by the administrative team, curriculum council and the fifth teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Annually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Interim assessments; Florida Standards Assessment; and FCAT 2.0 for Science

**G4.** Parent Involvement "See Title I Parent Involvement Plan" for this goal. 1a

G050662

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** We will increase student's proficiency levels and achievement by improving core instruction across all content areas. **1**

 G050235

**G1.B1** Inconsistent use of the Gradual Release Of Responsibility Model and of the effective use of explicit instruction in literary classrooms. **2**

 B125889

**G1.B1.S1** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S137786

### Strategy Rationale

This strategy was selected for all content areas in k-5 due to the need for the teachers to effectively use rigorous and explicit instruction to increase proficiency levels.

### Action Step 1 **5**

Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model. Training session will include kindergarten to second grade teachers for the first session and third to fifth grade teachers for the second session.

#### Person Responsible

Erica Paramore Respress

#### Schedule

On 9/25/2014

#### Evidence of Completion

Sign-in sheets; Agenda; and Handouts/Materials

**Action Step 2** 5

Develop and implement lessons that use an instructional framework that follows all of the components of the Gradual Release of Responsibility Model and that includes explicit instruction.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 10/10/2014

***Evidence of Completion***

Lesson Plans; Student Reading Response Journals/Student work; and Student Discourse

**Action Step 3** 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model based on teacher need. Teachers in need of intensive support should receive a full cycle on explicit instruction and the Gradual Release of Responsibility Model.

**Person Responsible**

Mayelin Morales-Rojas

**Schedule**

Biweekly, from 10/20/2014 to 10/31/2014

***Evidence of Completion***

Coaching calendar; Coaching logs; and Debriefing logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Administrative team will conduct walkthroughs; conduct debriefing meetings with the District Curriculum Support Specialists and instructional coaches; and analyze lesson plans and student work.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Walkthroughs record form; agenda and sign-in sheets from weekly common planning/PD meetings; handouts/Materials from common planning/PD meetings Lesson Plans; student reading response journals; and student work

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Administrative team analyze student work; data from district and school assessments; and conduct data chats with teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data chat form; student reading response journals; student work; district and school assessments.

**G2.** We will provide support and intervention for at-risk students to increase achievement. 1

G050618

**G2.B3** The number of students scoring a level one in reading is 193 for grades three, four, and five. This accounts for about 33% of the students in these grades. 2

B126786

**G2.B3.S1** Attendance: Counselors will work closely with teachers to monitor the attendance of students who are absent from school repeatedly. 4

S138749

### Strategy Rationale

The number of absences are reduced if students' attendance is monitored on a daily basis.

### Action Step 1 5

Counselor will analyze daily school attendance bulletin.

#### Person Responsible

Maria Montealegre

#### Schedule

Daily, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

Attendance bulletin

### Action Step 2 5

The Attendance Review Committee (ARC) will work with teachers and parents of truant students to reduce absences.

#### Person Responsible

Maria Montealegre

#### Schedule

Monthly, from 9/2/2014 to 6/5/2015

#### Evidence of Completion

Attendance bulletin and SCAMS

**Action Step 3** 5

Administrators will ensure teachers are familiar with the Code of Student Conduct.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 8/14/2014

**Evidence of Completion**

Agenda, sign-in sheets, and handouts

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The Attendance Review Committee will meet with the administrator to provide information of the number of truant students and the procedures that have been taken to improve their attendance.

**Person Responsible**

Lana Vecino

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Daily attendance bulletin and communication log with parents

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Administrator and counselor will examine attendance bulletin and reports to monitor absences.

**Person Responsible**

Lana Vecino


**Schedule**

Quarterly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Attendance bulletin and attendance reports

**G2.B3.S2** Behavior: Teachers and the administrators, along with the counselors will work together with the Discipline Committee to reduce the number of behavior incidents including suspensions. 4

 S138750

### Strategy Rationale

Students' behavior must be constantly monitored to reduce behavior incidents.

### Action Step 1 5

Establish a Discipline Committee to create an action plan to monitor behavior, reduce behavior incidents, and recognize outstanding behavior.

#### Person Responsible

Erica Paramore Respress

#### Schedule

Monthly, from 9/2/2014 to 5/29/2015

#### Evidence of Completion

Agenda and sign-in sheets Handouts/Materials

### Action Step 2 5

Counselor will work with the teachers to recognize students for Doing the Right Thing.

#### Person Responsible

Maria Montealegre

#### Schedule

Monthly, from 9/2/2014 to 5/29/2015

#### Evidence of Completion

Doing the Right Thing Teacher Recommendation Form

### Action Step 3 5

Administrators will ensure teachers are familiar with the Code of Student Conduct.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 8/14/2014

**Evidence of Completion**

Agenda and sign-in sheets Handouts/Materials

### Action Step 4 5

Administrators will ensure parents are familiar with the Code of Student Conduct.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 8/22/2014

**Evidence of Completion**

Parent Letter Parent Acknowledge Receipt

### Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administrators will meet with the Discipline Committee and teachers to ensure the number of misbehavior incidents have decreased.

**Person Responsible**

Erica Paramore Respress

**Schedule**

**Evidence of Completion**

Agenda and sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Administrators will monitor the number of SCAMS written related to misbehavior incidents and relate this information to the Discipline Committee and teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

SCAMS Agenda and Sign-in sheets

**G2.B3.S3** Student Progress: Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student in reading. 4

 S138757

**Strategy Rationale**

This strategy was selected for all content areas in k-5 due to the need for the teachers to effectively use rigorous and explicit instruction to increase proficiency levels.

**Action Step 1** 5

Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 9/25/2014

**Evidence of Completion**

Sign-in sheets; Agenda; and Handouts/Materials



**Action Step 2** 5

Develop and implement lessons that use an instructional framework that follows all of the components of the Gradual Release of Responsibility Model and that includes explicit instruction.

**Person Responsible**

Erica Paramore Respress

**Schedule**

On 9/29/2014

***Evidence of Completion***

Lesson Plans; Student Reading Response Journals/Student work; and Student Discourse

**Action Step 3** 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model based on teacher need. Teachers in need of intensive support should receive a full cycle on explicit instruction and the Gradual Release of Responsibility Model.

**Person Responsible**

Mayelin Morales-Rojas

**Schedule**

Biweekly, from 10/20/2014 to 10/31/2014

***Evidence of Completion***

Coaching calendar; Coaching logs; and Debriefing logs

**Plan to Monitor Fidelity of Implementation of G2.B3.S3 6**

Administrative team will conduct walkthroughs; conduct debriefing meetings with the District Curriculum Support Specialists and instructional coaches; and analyze lesson plans and student work.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Walkthroughs record form Agenda and sign-in sheets from weekly common planning/PD meetings Handouts/Materials from common planning/PD meetings Lesson Plans Student reading response journals Student work

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7**

Administrative team analyze student work; data from district and school assessments; and conduct data chats with teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data chat form Student reading response journals Student work District and school assessments

**G3.** We will prepare students to be college and career ready through STEM initiatives and programs. Our target is to increase the number of STEM activities. 1

G050659

**G3.B1** The students are not taking part in STEM practices which will aid in increasing the Science scores on the FCAT 2.0 test. 2

B126928

**G3.B1.S1** Teachers will facilitate STEM activities for the students. 4

S138909

### Strategy Rationale

STEM activities aid students in broadening their knowledge of science and mathematics processes.

### Action Step 1 5

Complete a Science Fair project to increase knowledge of the scientific process.

#### Person Responsible

Lana Vecino

#### Schedule

Quarterly, from 9/29/2014 to 12/19/2014

#### Evidence of Completion

Students' Science Fair Projects

### Action Step 2 5

Provide field trip to the Biscayne Nature Center.

#### Person Responsible

Lana Vecino

#### Schedule

On 5/29/2015

#### Evidence of Completion

Student work and field trip form

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Administrative team will conduct walkthroughs; conduct debriefing meetings with teachers after field trip are taken; and analyze lesson plans and student work.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Walkthroughs record form; agenda and sign-in sheets from weekly common planning/PD meetings; handouts/Materials from common planning/PD meetings; lesson Plans; and student work

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Administrative team will analyze student work; data from district and school assessments; and conduct data chats with teachers.

**Person Responsible**

Erica Paramore Respress

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Data chat form; student work; and district and school assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model. Training session will include kindergarten to second grade teachers for the first session and third to fifth grade teachers for the second session.	Paramore Respress, Erica	9/25/2014	Sign-in sheets; Agenda; and Handouts/ Materials	9/25/2014 one-time
G2.B3.S1.A1	Counselor will analyze daily school attendance bulletin.	Montealegre, Maria	8/25/2014	Attendance bulletin	6/5/2015 daily

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*Riverside Elementary Community School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Establish a Discipline Committee to create an action plan to monitor behavior, reduce behavior incidents, and recognize outstanding behavior.	Paramore Respress, Erica	9/2/2014	Agenda and sign-in sheets Handouts/ Materials	5/29/2015 monthly
G2.B3.S3.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model.	Paramore Respress, Erica	9/25/2014	Sign-in sheets; Agenda; and Handouts/ Materials	9/25/2014 one-time
G3.B1.S1.A1	Complete a Science Fair project to increase knowledge of the scientific process.	Vecino, Lana	9/29/2014	Students' Science Fair Projects	12/19/2014 quarterly
G1.B1.S1.A2	Develop and implement lessons that use an instructional framework that follows all of the components of the Gradual Release of Responsibility Model and that includes explicit instruction.	Paramore Respress, Erica	9/29/2014	Lesson Plans; Student Reading Response Journals/Student work; and Student Discourse	10/10/2014 one-time
G2.B3.S1.A2	The Attendance Review Committee (ARC) will work with teachers and parents of truant students to reduce absences.	Montealegre, Maria	9/2/2014	Attendance bulletin and SCAMS	6/5/2015 monthly
G2.B3.S2.A2	Counselor will work with the teachers to recognize students for Doing the Right Thing.	Montealegre, Maria	9/2/2014	Doing the Right Thing Teacher Recommendation Form	5/29/2015 monthly
G2.B3.S3.A2	Develop and implement lessons that use an instructional framework that follows all of the components of the Gradual Release of Responsibility Model and that includes explicit instruction.	Paramore Respress, Erica	9/29/2014	Lesson Plans; Student Reading Response Journals/Student work; and Student Discourse	9/29/2014 one-time
G3.B1.S1.A2	Provide field trip to the Biscayne Nature Center.	Vecino, Lana	10/8/2014	Student work and field trip form	5/29/2015 one-time
G1.B1.S1.A3	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model based on teacher need. Teachers in need of intensive support should receive a full cycle on explicit instruction and the Gradual Release of Responsibility Model.	Morales-Rojas, Mayelin	10/20/2014	Coaching calendar; Coaching logs; and Debriefing logs	10/31/2014 biweekly
G2.B3.S1.A3	Administrators will ensure teachers are familiar with the Code of Student Conduct.	Paramore Respress, Erica	8/14/2014	Agenda, sign-in sheets, and handouts	8/14/2014 one-time
G2.B3.S2.A3	Administrators will ensure teachers are familiar with the Code of Student Conduct.	Paramore Respress, Erica	8/14/2014	Agenda and sign-in sheets Handouts/ Materials	8/14/2014 one-time
G2.B3.S3.A3	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction and the Gradual Release of Responsibility Model based on teacher need. Teachers in need of intensive support should receive a full cycle on explicit instruction and the Gradual Release of Responsibility Model.	Morales-Rojas, Mayelin	10/20/2014	Coaching calendar; Coaching logs; and Debriefing logs	10/31/2014 biweekly
G2.B3.S2.A4	Administrators will ensure parents are familiar with the Code of Student Conduct.	Paramore Respress, Erica	8/18/2014	Parent Letter Parent Acknowledge Receipt	8/22/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data from monthly assessments in reading and mathematic will be disaggregated; literacy response journals; and data from District Interim Assessments will be analyzed by the administrative team, curriculum council, and the teachers.	Paramore Respress, Erica	8/18/2014	Interim assessments; Florida Standards Assessments; and FCAT 2.0 for Science	6/5/2015 annually
G1.B1.S1.MA1	Administrative team analyze student work; data from district and school assessments; and conduct data chats with teachers.	Paramore Respress, Erica	9/9/2014	Data chat form; student reading response journals; student work; district and school assessments.	11/26/2014 biweekly
G1.B1.S1.MA1	Administrative team will conduct walkthroughs; conduct debriefing meetings with the District Curriculum Support Specialists and instructional coaches; and analyze lesson plans and student work.	Paramore Respress, Erica	9/9/2014	Walkthroughs record form; agenda and sign-in sheets from weekly common planning/PD meetings; handouts/ Materials from common planning/PD meetings Lesson Plans; student reading response journals; and student work	11/26/2014 biweekly
G2.MA1	Counselors and Attendance Review Committee will meet and analyze attendance bulletins, and procedures will be put in place to reduce the number of truant students. Administrators will meet with the Discipline Committee and teachers to ensure the number of misbehavior incidents have decreased. Data from monthly assessments in reading and mathematic will be disaggregated; literacy response journals; and data from District Interim Assessments will be analyzed by the administrative team, curriculum council, and the teachers.	Paramore Respress, Erica	8/25/2014	Attendance bulletin; meeting logs; agenda and sign-in sheets; Interim Assessments; Florida Standards Assessment; and FCAT 2.0 for science	6/4/2015 annually
G2.B3.S1.MA1	Administrator and counselor will examine attendance bulletin and reports to monitor absences.	Vecino, Lana	8/25/2014	Attendance bulletin and attendance reports	6/4/2015 quarterly
G2.B3.S1.MA1	The Attendance Review Committee will meet with the administrator to provide information of the number of truant students and the procedures that have been taken to improve their attendance.	Vecino, Lana	8/25/2014	Daily attendance bulletin and communication log with parents	6/5/2015 monthly
G2.B3.S2.MA1	Administrators will monitor the number of SCAMS written related to misbehavior incidents and relate this information to the Discipline Committee and teachers.	Paramore Respress, Erica	8/18/2014	SCAMS Agenda and Sign-in sheets	6/4/2015 quarterly
G2.B3.S2.MA1	Administrators will meet with the Discipline Committee and teachers to ensure the number of misbehavior incidents have decreased.	Paramore Respress, Erica	10/8/2014	Agenda and sign-in sheets	quarterly
G2.B3.S3.MA1	Administrative team analyze student work; data from district and school assessments; and conduct data chats with teachers.	Paramore Respress, Erica	9/9/2014	Data chat form Student reading response journals Student work District and school assessments	11/26/2014 biweekly
G2.B3.S3.MA1	Administrative team will conduct walkthroughs; conduct debriefing meetings with the District Curriculum Support Specialists and instructional coaches; and analyze lesson plans and student work.	Paramore Respress, Erica	9/9/2014	Walkthroughs record form Agenda and sign-in sheets from weekly common planning/PD meetings Handouts/ Materials from common planning/PD meetings Lesson Plans Student reading response journals Student work	11/26/2014 biweekly
G3.MA1	Data from monthly assessments will be disaggregated; student work will be analyze during walkthroughs; and data from District Interim Assessments will	Paramore Respress, Erica	8/18/2014	Interim assessments; Florida Standards Assessment; and FCAT 2.0 for Science	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	be analyzed by the administrative team, curriculum council and the fifth teachers.				
G3.B1.S1.MA1	Administrative team will analyze student work; data from district and school assessments; and conduct data chats with teachers.	Paramore Respress, Erica	9/9/2014	Data chat form; student work; and district and school assessments	11/26/2014 biweekly
G3.B1.S1.MA1	Administrative team will conduct walkthroughs; conduct debriefing meetings with teachers after field trip are taken; and analyze lesson plans and student work.	Paramore Respress, Erica	9/9/2014	Walkthroughs record form; agenda and sign-in sheets from weekly common planning/PD meetings; handouts/ Materials from common planning/PD meetings; lesson Plans; and student work	11/26/2014 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** We will increase student's proficiency levels and achievement by improving core instruction across all content areas.

**G1.B1** Inconsistent use of the Gradual Release Of Responsibility Model and of the effective use of explicit instruction in literary classrooms.

**G1.B1.S1** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

### PD Opportunity 1

Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model. Training session will include kindergarten to second grade teachers for the first session and third to fifth grade teachers for the second session.

#### Facilitator

Annette Garcia-Acosta (District Reading Curriculum Support Specialist) and Triana Florio (District Mathematics Curriculum Support Specialist)

#### Participants

Literacy and Mathematics Teachers in grades kindergarten to five

#### Schedule

On 9/25/2014

### PD Opportunity 2

Develop and implement lessons that use an instructional framework that follows all of the components of the Gradual Release of Responsibility Model and that includes explicit instruction.

#### Facilitator

Annette Garcia-Acosta (District Reading Curriculum Support Specialist) and Triana Florio (District Mathematics Curriculum Support Specialist)

#### Participants

Literacy and Mathematics Teachers in grades kindergarten to five

#### Schedule

On 10/10/2014



**G2.** We will provide support and intervention for at-risk students to increase achievement.

**G2.B3** The number of students scoring a level one in reading is 193 for grades three, four, and five. This accounts for about 33% of the students in these grades.

**G2.B3.S1** Attendance: Counselors will work closely with teachers to monitor the attendance of students who are absent from school repeatedly.

**PD Opportunity 1**

Administrators will ensure teachers are familiar with the Code of Student Conduct.

**Facilitator**

Dr. Erica Paramore-Respress

**Participants**

Teachers in all grade levels including special subject area teachers.

**Schedule**

On 8/14/2014

**G2.B3.S2** Behavior: Teachers and the administrators, along with the counselors will work together with the Discipline Committee to reduce the number of behavior incidents including suspensions.

**PD Opportunity 1**

Administrators will ensure teachers are familiar with the Code of Student Conduct.

**Facilitator**

Dr. Erica Paramore-Respress (Principal)

**Participants**

All instructional staff

**Schedule**

On 8/14/2014

**G2.B3.S3** Student Progress: Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student in reading.

**PD Opportunity 1**

Provide professional development on lesson planning and delivery to include explicit instruction utilizing all components of the Gradual Release of Responsibility Model.

**Facilitator**

Annette Garcia-Acosta (District Reading Curriculum Support Specialist)

**Participants**

Literacy teachers in grades kindergarten to grade five

**Schedule**

On 9/25/2014

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0